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MALCOLM W. MINTZ

BIKOL TEXT

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PALI LANGUAGE TEXTS: PHILIPPINES
(Pacific and Asian Linguistics Institute)

Howard P. McKaughan
Editor

BIKOL TEXT

by

Malcolm W. Mintz

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This text would not have been possible without the help of native speakers of Bikol. The list of those who helped during my stay in Naga City while gathering data would be too great to include here. Such a list includes the families I boarded with, the friends who were responsible for my learning Bikol, and those in general who encouraged me to keep writing.

I would particularly like to thank Marilyn Britanico and Celso Eleazar who worked with me on all aspects of the text and notes from the time I arrived until the time I left eight months later.

The format of the lessons included in the text comes mainly from Moderne Deutsche Sprechlehre by DuVal and others, Random House, New York, 1967.

M. W. Mintz

PREFACE

This text has been developed under the auspices of the Pacific and Asian Linguistics Institute of the University of Hawaii through a contract with Peace Corps (PC-25-1507), Office of Training Support, Language Division. It forms a part of a series on Bikol, the other two volumes being Bikol Grammar Notes and A Bikol Dictionary also by Malcolm W. Mintz. The lessons in this text should be used with the second volume on grammar notes for a basic Bikol language course. This text does not include grammar notes for this reason. An index, however, is included that will assist the user in finding important references.

The Bikol Text presented here has as its underlying motivation the contention that language learning is far more than the acquisition of vocabulary. In fact, vocabulary acquisition is one of the easiest parts of language learning provided the learner has the opportunity to be where the language is spoken.

The author of this text has assumed that an intensive course is desired, that this course will be given in a location other than the Philippines (though the course could be even more profitably given in the Bikol region), and that the students will go immediately after the course to the Bikol area. These assumptions have led to an attempt to give as complete a coverage of Bikol grammar structures as is possible.

A word along this line may help both student and teacher. The object of the text is to teach structure. The learning load has therefore been placed on structures instead of vocabulary. Structure here implies both the sentence construction and the construction of words, especially the verb with its many affixes. A carefully graded series of lessons has been written to move from structure to structure without adding a lot of vocabulary.

Since early learning time is valuable, what may be considered 'harder' constructions, but which are used frequently by the Bikolanos, are presented first rather than later. This is done for two reasons: (1) these constructions are a must and cannot be missed should time not be given to cover the entire course, and (2) the constructions referred to are so different from the usual English active construction that the student may never

PREFACE

learn adequately these important ways of expressing thoughts--slipping into usage of 'easier' varieties without making the necessary effort to learn the 'harder' ones.

It is important to emphasize again that we assume students will move into a Bikol speaking environment immediately upon completing this course. The vocabulary chosen for the lessons is therefore not specialized. It is everyday material. The steps from lesson to lesson are small. Vocabulary covered in the lessons, though not emphasized, meets the general immediate needs of the student. Since emphasis is placed on the verb, the center of the Bikol sentence, the vocabulary may seem too ordinary. This is not the case. Ideas are communicated through the verbs, and specialized vocabulary can be added at any time to go with them. Over 1,000 vocabulary items, listed in the glossary at the end of the text, summarize the coverage given. An index covers the grammatical range of the text.

It is the belief of the author and the editor of this Bikol series that this approach will accomplish the goal of helping a learner move rapidly into speaking Bikol, and that if the lessons are mastered, the speaker will in a short time control all of the essential grammar of the language.

However, since vocabulary is limited, and since teachers may wish to add to the material presented, we have prepared a short Teacher's Guide preceding the General Introduction to the text. This guide is meant to give hints to the teacher of how to use the materials effectively, how to adapt them to special situations, how to put short dialogues into larger conversations, and generally to give ideas that will make the text usable under any circumstances.

Every teacher will have adaptations for any text. No text can be said to be complete or invariable. But we wish to encourage the teacher to study the text carefully before lessons begin. Be familiar with the materials offered before making changes. Remember that the text emphasizes the structure, and that the aim is to teach that structure.

Finally it is our hope that this text will encourage many to learn to speak Bikol well, and thereby to get to know more of the Philippines and the peoples there.

Howard P. McKaughan
Editor

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A BRIEF TEACHER'S GUIDE

1. BACKGROUND

A general introduction to this book follows this teacher's guide. It is meant to be read by teacher and student alike. In it you will find the general outline of the book, the format used, and general information for the use of the text.

This section is to underscore the important role the teacher must play in presenting the lessons. The teacher 'makes or breaks' the course. A lot will depend upon the teacher's creativity and motivation powers. Lessons will 'fall flat' unless there is enthusiasm on the part of the teacher, and unless the teacher can impart that enthusiasm to the student.

1.1 Rationale behind the lessons

It is important first of all to understand the basic rationale of this text. The focus of attention is upon learning structure. The aim is to help the student 'internalize' the 'rules' of grammar. This is not to be done by stating the rules as such. But the thought is that all basic structures must be presented, and that they must be learned in order to really communicate.

Language learning is often thought of as a task for the memory. We must memorize something. Often we take this to mean that it is a case of memorizing the vocabulary. Give me a dictionary, and I'll learn the language. But this is not really the case. We must somehow learn how words go together. We must 'memorize' the grammar. In order to emphasize this learning load, less emphasis has been put on vocabulary, more upon how to put vocabulary items together meaningfully.

1.2 Importance of verbs

In Philippine languages the verb is the key to the sentence. It often appears first. It has a base form that carries the primary meaning, and then pieces added to that base form (affixes) which indicate the time of the action portrayed in the base, the kind of action involved, the mode being used, and also certain grammatical relations between the verb and other parts of the

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sentence. These affixes, which may be prefixes, infixes, or suffixes, are very important. They are also difficult for the student to put together with the base forms correctly. So the Bikol lessons center around the verb.

In order to lighten the learning load for the student, the vocabulary is carefully controlled. By this we mean that at first only a few verb bases are introduced. In doing so, bases are chosen that are frequently used, and which 'take' the affixes being taught--the real learning load of the verb structure.

1.3 Variety needed

It may seem dull to learn the affixation system of verbs. Here the teacher should inject his own intuitive knowledge of the language. Every class will be different. There will be different goals from class to class, and perhaps from student to student. Students will be going to the Philippines for different reasons. If students are going to the Philippines for identifiable tasks, add words to the drills that they will need--but be sure those added take the same affixes as the ones presented in the lessons.

2. CONTEXT FOR LESSON PRESENTATIONS

The Bikol lessons at first may seem terse and short. But remember that Part III of the text, and the Bikol Grammar Notes are really a part of each lesson. The section called the presentation in each lesson is short. These presentations are usually a segment of some larger situational context. For example, the first lesson gives the following sequence.

Did you call Jose?

Yes, I called him.

Why did you call him?

I called him because we're leaving.

This short interchange may take place in any number of larger situations. Two friends meet. A third friend, Jose, is not expected by one of the friends. This friend sees Jose coming and asks if his companion had called him. At the affirmative response he wants to know why. Perhaps in surprise his friend gives the obvious answer--because we're leaving.

3. DIALOGUES IN PART III OF THE TEXT

The dialogues presented in Part III of this text are very important and are an integral part of each lesson. The dialogues presented are short, pithy, question and answer exchanges, followed by comprehension questions about the exchange. The dialogues are presented in one place in the text to avoid having to control the vocabulary too severely lesson by lesson. They are to be used as the teacher finds them fitting in with a particular lesson, but must be completely covered for the lessons designated in the divisions of Part III, i.e. Dialogues for Lessons 1-17 must be completed by the time Lesson Seventeen has been studied, and before Lesson Eighteen has been started.

Even in the dialogues, vocabulary is limited. But important question words that make it possible to initiate conversation and keep it going are introduced early. These words include when, who, where, what, why, and how many in the first seventeen lessons. Note too that verbs for buy, order, take, borrow, use, call, tell, say, stop, and eat all come in these first seventeen lessons. Objects such as pencil, book, ice cream, beer, etc. are also introduced and are the easiest kind of vocabulary to augment. Various combinations of these items will occur immediately to both teacher and student. The structures presented make it possible to render these combinations correctly. The important thing being stressed here is that the fragments of conversations presented in lessons and dialogues are not to be left as they are. The fragments of authentic speech are meant to be combined, recombined, reorganized, and used in all sorts of ways.

4. PRESENTATION OF MATERIALS IN THE CLASSROOM

Before turning to suggestions on making up new combinations of such fragments, a word is in order on how to present the materials given. As has been mentioned, a general introduction for student and teacher has been given following this guide. You might want to turn to that before continuing this section, since material presented there will not be repeated in detail here.

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4.1 Structural content

Each lesson starts with the structural content to be covered in that lesson. This is what you are to teach. The structural content in a given lesson is in turn a part of a larger set of lessons which make up a unit in the text. Unit I (28 lessons) covers the regular verb series in the past tense. It is essential that the teacher study the overall perspective of the text and also the particular unit under study before classes begin. Students may not need to study grammar, but the teacher needs to know what is being covered so that he can answer questions, know 'where lessons are going' and 'where they have been.'

This leads to an emphasis on the use of the companion volume to this text: Bikol Grammar Notes. Part I of these notes presents the basic sentence structures of Bikol. Verb classes are explained starting on page 24. The -on, i-, -an, and mag- verb classes, covered in Unit I of this text, are briefly explained. That explanation may be the key to learning with intelligence.

Some students learn best by memorizing conversational material regardless of the grammar contained, no questions asked. Others need an analysis to help them learn. Knowing the 'why' and the 'what' of structure, we believe, will help learning process. The aim is to get students to use Bikol for communication purposes, and to use Bikol correctly.

The major points in the structural content of the lessons are covered in the grammar notes, and can be located by turning to the index in the grammar notes. The teacher must know what appears in those notes, and should make assignments from time to time to the students to read those notes.

4.2 Presentation

The presentations in each lesson illustrate the grammatical structures to be introduced in a given lesson. These presentations are to be introduced in an oral-aural fashion. Working in detail through the first presentation of Lesson One may be helpful at this point.

The teacher first presents the first exchange to the class and then gives the meaning.

Sí'isay iyán?

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Si José.

Who is that?
Jose.

The teacher should then repeat each sentence, and give the meaning for that sentence.

Sí'isay iyán?
Who is that?

Si José.
Jose.

Meaning is important. If the student just repeats sounds, there will be no communication. So be sure to make the meaning clear. At various times, when possible, act out meaning, draw stick figures on the blackboard, illustrate in any and every way possible, use gestures; try to make the meaning 'stick.'

The students hearing material for the first time will grasp it and 'hear' it correctly--but they will not be able to say it correctly. Pronunciation of a new language is, always hard. So repeat the first sentence, Sí'isay iyán, twice more for the students. Then have the students repeat after you. Repeat for them with their oral response until they can imitate the pronunciation of all sounds and also the intonation.

While the teacher may strive for perfection, he must also be aware that all his efforts may be overcome by boredom if he asks the class to repeat a phrase or sentence too many times. The lessons are constructed so that sounds, structures and vocabulary occur over again in a cumulative fashion. If the student can imitate the teacher with a reasonable degree of precision, then the teacher should go on to the next segment of the presentation. In this presentation of Lesson One the teacher goes on to the answer to the question Sí'isay iyán?

Si José.

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As with the question, the teacher repeats the sentence twice, and then asks the class to repeat it after him. When the class can do this with a reasonable amount of accuracy, the teacher should present the question and answer as a short dialogue.

Sí'isay iyán?
Si José.

The teacher then asks the question,

Sí'isay iyán?

The students answer,

Si José.

Further practice of this exchange will take place in the drills. For the moment, it is important for the student to know what he is saying and how to say it correctly. The teacher should be prepared also to give the meaning of individual parts of the sentences, or even to discuss certain facts about the grammar of the language. It is usually best, however, to postpone a discussion of grammar to a later time. Nonetheless, all questions which students ask are valuable, and in many cases a knowledge of the grammatical forms and their functions aids in the learning process.

When Presentation 1 is completed, the teacher then repeats the same process with Presentation 2, and on through all presentations given in the particular lesson.

4.3 Drills

Drills are given in every lesson to reinforce the structures introduced in the presentations. This reinforcement may be obtained by drilling over and over a particular construction, and by having the student substitute varying vocabulary within the construction in a simple or more complex way (making substitutions in more than one place). The reinforcement may also come through asking the student to compose answers to questions, or to insert properly a sentence or a part of a sentence in another sentence. The following paragraphs characterize in general the kinds of drills used in this text and suggest ways to use them.

(1) Simple substitution

The simple substitution drill is one in which the teacher gives a sentence as a model. The student is asked to replace some item in that sentence with a single word or phrase that will make a new sentence. But the grammatical structure of the original sentence always remains the same. In presenting the model sentence, the teacher uses the procedure described above under the presentations, repeating the model enough so that the students can say it and know its meaning. He then proceeds to the cues for substitution possibilities.

For example, Drill 2 of Lesson Nine gives the following.

Inórder mo an ice cream na iní?

ice cream na
lapis na
librong
magasin na
bolang
relong
papel na
basong
silyang
tinapay na

The student should know the meaning for the question asked and all of the substitution possibilities from his study of the presentation in this lesson and earlier ones. Be sure that he does, since rote repetition without knowing the meaning will be almost useless.

In the drill above, the teacher first presents the model sentence as has been suggested. The class repeats it. The teacher then says one of the substitution possibilities given. For example, he might cite bolang. The student then responds with the original question using the new item: Inórder mo an bólang iní? The teacher then goes to the next student with the next cue to be chosen. Vary the order of the cues given, and also vary the order you pick students. Keep them always 'on edge', never knowing who will be asked what next. Keep them concentrating the entire time they are in class. It is hard, but worth the effort.

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The drill presented above shows the student that words ending with a consonant are followed by na and words ending with a vowel add ng. Point this out after drilling for a time.

(2) Multiple substitution

The multiple substitution drill puts a bit more of a memory and learning load on the student. In this type of drill the student must make at least two substitutions. Again, the teacher gives a model sentence, has the students repeat, checks for pronunciation and meaning, and then cites the substitution possibilities. The student gives the new sentence with the new items. Though structure remains constant, the student has to keep the whole construction in mind with its meaning in order to respond correctly.

Note for example Drill 2 from Lesson Six.

Pighapót mo si José kon maháli' na siyá?

si Jose, siya
siya, siya
si Tony saka si Romy, sinda
sinda, sinda

Underlined portions of the model sentence always indicate substitution points. In a drill like this one, the teacher can supply items not given, e.g. names of students in the class, and combinations of them.

To reiterate, then, the teacher asks the question in Bikol: 'Did you ask Jose if he is leaving?' After repetition by the class, the teacher cites the substitution possibility desired, say si Tony saka si Romy, sinda. An individual student is given the opportunity to respond. He would in this case ask the question: Pighapót mo si Tony saká si Romy kon maháli' na sindá?

There are various ways to add variety to this drill. Cues may be given in English rather than in Bikol, sometimes in the one, sometimes the other, always expecting the response in Bikol. Even the question can be given in English after the drill has been practiced thoroughly. This can be done when the drill is being reviewed should there have been hesitations by the students earlier in the process.

(3) Question-Response drills

The question-response drill is a favorite in this text. The ultimate goal here is to move the student toward communication. The usual approach to the drill is for the teacher to present a question with an answer. Students repeat and meaning, if necessary, is clarified. The teacher then varies question or answer, or both by cueing substitution possibilities.

Drill 6 of Lesson Five illustrates substitution in the answer. Underlined items indicate the substitution point being drilled.

Q. Sí'isay an hinapót mo kon maháli' na akó?

A. Maéstro an hinapót ko.

A. Maestro
si Marilyn
lalaki
siya
aki'
sinda

The 'Q' in the drill indicates the question, 'A' denotes the answer. Items under the model exchange always are marked as to whether they may go in the question or in the answer. In this case, they may go in the answer in the place of maestro.

In the drill above, the teacher asks the question in Bikol: 'Whom did you ask if I was leaving?' He then gives a word or phrase from the list of possibilities that can be used in the answer. A student responds to the question using the substitute word or phrase given.

Drill 7 of Lesson Thirteen suggests a substitution possibility in the question rather than the answer.

Q. Piráng bóte an binakál mo?

A. Anóm.

Q. pirang bote, binakal
pira, binakal
pirang lapis, sinubli'
pira, pigsubli'
pira, pigorder
pirang ice cream, pigorder
pira, hinapot
pirang aki', pigapod

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The routine is the same as that given earlier except that after the teacher has given the exchange, and students as a class have responded with the model imitating the teacher, the teacher will cite a substitution possibility. A student will then ask the question with the new item either of the teacher, or of another student of his choosing. The person so chosen responds with the given answer.

After drilling for a time, and after a number of lessons, the substitution items may be expanded so that vocabulary meeting the immediate needs of the training situation, or of the situation to be encountered in the Philippines upon arrival can be acquired.

Drill 6 of Lesson Seventeen requires substitutions in both the question and the answer.

Q. Arin an piggamit niya?

A. An dakula'.

Q. gamit	A. an dakula'
kakan	an sadit na batag
pundo	si dakulang motor
gamit	si lapis na itom
bakal	an berde
subli'	si pulang bola
order	si puti'

Be sure students know the meanings as they go through the drill. In this drill the teacher picks two students. Never let the students be able to predict which two students you will call on. One student will ask the question, the other will answer. After introducing question and answer, the teacher gives the substitutions, one to each student (of course using those in the drill first). The first student asks the question of the second with the new item, the second answers using his cue item.

As lessons move along, vary these drills not only with different items not in the text (be sure to give meanings), but also by asking the question and letting students respond with their own answers constructed on the spot.

(4) Chain Drill

The chain drill gives the teacher a chance to start the drill and then turn it over to students. The teacher thus has a better opportunity to listen carefully to student participation, noting pronunciation problems, hesitations, and any other difficulties. In the chain drill the student who answers a question asks a question of the same pattern to another student. This student in turn answers and asks the next student a question. Each new question as well as each new answer may contain a substitution item.

Drill 1 of Lesson Four has the following exchange.

- Q. Sí'isay an nagapód ki José?
A. Si Célso an nagapód saiya.
Q. ki Jose
 ki Tony
 ki Tony saka
 ki Romy
A. saiya
 saiya
 sainda

Students may substitute names of their classmates. The teacher may give the cues to keep the drill moving, or the students may give the cues desired. Always keep drill going rapidly. Never allow long pauses to develop.

(5) Embedding

A drill using the process of embedding may be a bit more complicated for the student. An example of this kind of drill would be to give the student a complex sentence made up of two smaller ones. He may then be asked to embed a new sentence in the construction, replacing one of the original sentences.

Drill 5 of Lesson Six is a simple example of embedding.

Pighapót mo siyá kon maháli' na siyá?

mahali' na siya
 maduman na siya
 pigapod ka niya
 pigapod niya ako
 si'isay an inapod niya
 ta'no ta inapod ka niya

The teacher presents the model sentence first in the usual way. He then presents a substitution possibility as a sentence. The student then embeds the sentence given into the entire construction. The teacher says: Pigapód ka niyá, for example. The student responds: Pighapót mo siyá kon pigapód ka niyá? 'Did you ask him if he called you?' The construction changes in this instance from the independent declarative sentence the teacher has cued to a complex question with an indirect question clause in it.

(6) Transformation drills

Changing constructions by changing word order, and/or by making certain additions may be referred to as transformations. For example one might change from an affirmative to a negative sentence in Bikol by adding the negative and changing the word order. Teachers may suggest such transformations for student practice. But here a word of caution is in order. Drills are used to reinforce learning which has been initiated in the presentations of the lessons. Thus it is not a case of using the imagination for imagination's sake to make up variations of constructions in presentations. Drills are an attempt to help the student give quick responses that become quite automatic in production (pronunciation) and intelligent in communicative results. Changes of constructions should be made only if such changes are natural to the language.

However, the teacher should be alert to suggest transformation possibilities as lessons progress. In giving a transformation, we repeat, be sure it is something a Bikolano would do. If you ask a student to make a negative statement from one you have given him that is affirmative, be sure it is a statement that can be naturally negated in Bikol

Variety in constructing sentences can be augmented by study of the Bikol Grammar Notes cited earlier in this short guide. Special reference is made here to Part II of the Notes which gives additions to the basic sentence structures, the latter being covered in Part I.

4.4 Dialogues

So far we have discussed the structural content of the lessons, the presentations, and the drills. These are given in the main part of the lessons. We emphasize again the importance of

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turning now to Part III of the text, the Dialogues. All dialogues should be recorded on tape if possible. The student should be then given opportunity to listen to them either on his own tape recorder or in a lab situation.

In the classroom, the teacher should repeat complete exchanges using the procedures described for the presentations. After the repetition and response by students as a class and individually, the teacher asks the comprehension questions following each dialogue. In early dialogues the questions are so arranged that answers are often indicated in succeeding questions. In any case, students should respond to the questions asked, with appropriate answers based upon the content of the dialogue.

The English of Dialogue 1 for Lessons 1-17 follows.

Did you call Chito?
Yes. I called him.
Why?
He took my pencil.
When?
A little while ago.

The comprehension questions, in English, are the following.

Who was called?
Was Chito called?
Why was Chito called?
What did Chito take?
Did Chito take a pencil?
When did he take the pencil?

No translations into English of the comprehension questions are given in the dialogue section. This is because students should know meanings by the time they get to the dialogues. If they do not, be sure to coach them. Students should be able to answer the questions freely, giving full statements instead of one word answers. Of course, as the lessons progress, the dialogues become more complicated, and answers are to be given accordingly.

5. CONVERSATION BUILDING

This leads us to an important section of this guide. We want to discuss conversation building. It is important to realize that the student is not limited to the exact fragments of conversation given in the text. Combinations of the material given can and should be expected. In very simple ways, almost taken for granted, the student can build conversations out of the lesson presentations and drills, and out of the dialogues from Part III. These conversations are expansions to be used outside of the classroom, though the teacher should give the ideas during classroom time. It would be well for students to read this entire section to get an idea of how to do this. We keep no secrets from them!

5.1 Building conversation through lesson presentations

Elementary conversations are possible right from the first part of the text. Lesson A and Lesson B contain important conversation initiators. The following exchanges are possible from Lesson A.

1. Maráy na aldáw.
Maráy na aldáw man.
Komustá ka?
Maráy.

Good day.
Good day.
How are you?
Fine.

2. Léttý, komustá ka?
Maráy. Komustá ka?
Maráy, man.

Letty, how are you?
Fine, how are you?
Fine too.

3. Áno an ngáran mo?
Léttý.
Komustá ka?

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Maráy.

What's your name?

Letty.

How are you?

Fine.

After Lesson B has been presented, the possibilities for forming conversations become greater. Examples follow.

1. Sa'ín ka háli'?

Sa banwá'an.

Komustá ka?

Maráy.

Where did you come from?

Town.

How are you?

Fine.

2. Maráy na banggí.

Maráy na banggí man.

Komustá ka?

Maráy.

Tagá sa' ín ka?

Tagá New York akó.

Good evening.

Good evening.

How are you?

Fine.

Where are you from?

New York.

The structures and vocabulary learned in presentations should be applied to situations the student becomes a part of during the learning process. He should be encouraged at all times to communicate with teachers and fellow students. It is especially valuable if native speakers are available to help in this.

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The potentials for conversation building as found in lesson presentations should be pointed out regularly. For example the sa particle introduces noun phrases of location as seen in Lesson B.

Sa'ín ka háli'?
Sa banwá'an.

Where are you coming from?
From town.

The student should be encouraged to substitute for this response the actual place he is coming from. This can be done by requesting such information in Bikol. The teacher should help the students do this by giving them an appropriate expression: Áno an _____ sa Bíkol? 'What is _____ in Bikol?'

If a student has just come from the movies, he might ask:

Áno an 'movies' sa Bíkol?

What is 'movies' in Bikol?

When he is given the answer síne 'movies', he might then answer the question with a phrase from his own world of experience.

Sa'ín ka háli'?
Sa síne.

Where did you come from?
From the movies.

It may also be pointed out that the affix ma- on the base sa'ín in the phrase masa'ín ka 'where are you going' indicates future tense. The base sa'ín may be replaced by other verb bases. If the student wants to say 'Are you going to study?', he may elicit the Bikol equivalent for the English 'study' by asking,

Áno an 'study' sa Bíkol?

What is 'study' in Bikol?

With the answer ádal 'study', the student can then ask,

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Maádal ka?

Are you going to study?

Some possible answers to this question are introduced along with other material in Lesson One.

Once Lesson One has been presented with the answers to verbal sentences of da'í 'no' and iyó 'yes', further conversations are possible.

Maráy na aldáw.

Maráy na aldáw man.

Komustá ka?

Maráy.

Maádal ka?

Da'í.

Masa'ín ka?

Sa síne.

Good day.

Good day [to you] too.

How are you?

Fine.

Are you going to study?

No.

Where are you going?

To the movies.

With the introduction of the ni class pronouns, it is possible to substitute for mo 'you' in the sentence Áno an ngáran mo? 'What is your name?' any pronoun of that series. In this first lesson three pronouns of the si class are also introduced, siyá 'he, she', sindá 'they', and kamí 'we'. With this additional information it is possible to vary again the type of dialogues which may be formed. Remember that we are pointing out possibilities to you, the teacher. Use your intuitive knowledge to add this kind of variety to the material presented. Note the following.

Áno an ngáran niyá?

José.

Tagá sa'ín siyá?

Tagá Kansas.

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Masa-ín siyá?
Sa Pilipíñas.
Sa'ín sa Pilipíñas?
Sa Bohól.

What's his name?
Jose.
Where is he from?
Kansas.
Where is he going?
To the Philippines.
Where in the Philippines?
Bohol.

The question pronoun sí'isay 'who' is also introduced in Lesson One. This may be used to expand our set of possible conversations.

Sí'isay iyán?
Si Bérnie.
Sa'ín siyá háli'?
Sa cafetéria.

Who's that?
Bernie.
Where did he come from?
From the cafeteria.

Or,

Sí'isay an inapód mo?
Si Flór.
Komustá siyá?
Maráy.

Who did you call?
Flor.
How is she?
Fine.

The question 'why' may be used by the student to expand his knowledge of structures. When he asks 'why', however, he should be ready to accept something different from what his current lessons are about. This question word has to be used

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with caution, but is a valuable conversation 'continuer'. The structural frame presented in Lesson One is valuable for the student in answering the question 'why', and offers at least a starting point.

The expression Maháli' na kamí as is explained in the notes to Lesson One also means 'goodbye', or in colloquial English, 'see you'. A Bikolano will usually first say O síge 'Ok, fine then', and then, Maháli' na kamí. 'We're leaving', or Maháli' na akó. 'I am leaving.' If we elicit 'to school' (sa eskuélahan) the same way we did 'to the movies' (using Áno an sa Bíkol?), we now have a complete conversation with opening and closing remarks.

Fred, masa'ín ka?
Sa eskuélahan.
Tá'no?
Maádal na akó.
o síge. Maháli' na akó.

Fred, where are you going?
To school.
Why?
I'm going to study.
Fine then. See you.

Lessons Two and Three introduce all the si class pronouns and two sets of inclusive pronouns. The verb 'to go' is also introduced. If a group of students wish to say 'We are going to the cafeteria', they may use the verb base dumán 'go' in the future tense: Madumán kamí. 'We are going'. The students already know the locative phrase sa cafetéria 'to the cafeteria'. By combining the new phrase, Madumán kamí, with this locative phrase they can form the new sentence,

Madumán kamí sa cafetéria.

We are going to the cafeteria.

These new phrases may in turn be incorporated into conversations relevant to situations in which the student may find himself. The following dialogue is a possibility.

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Masa'ín kamó.

Madumán kamí sa cafetéria.

Tá'no?

Where are you going?

We are going to the cafeteria.

Why?

To the question 'why', there is a good possibility the students will want to say, 'We are going to eat'. They can ask for 'eat' in the formula given above.

Áno an 'eat' sa Bíkol?

What is 'eat' in Bikol?

Given the answer kakán, students can now use the idea in the frame presented with Maháli' na kamí. 'We are about to leave' and say, Madumán na kamí. 'We are about to go'. Such a substitution gives us,

Makakán na kamí.

We are about to eat.

The completed dialogue may appear as follows.

Masa'ín kamó?

Madumán kamí sa cafetéria.

Tá'no?

Makakán na kamí.

o sige. Madumán na akó.

Where are you going?

To the cafeteria.

Why?

We're going to eat.

OK. See you.

Other expanded conversations are also possible.

Romy, inapód taká.

Tá'no.

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Maádal kitá?
Iyó.
Sa'ín?
Sa eskuélahan.
Madumán na kitá?
Síge?

Romy, I called you.
Why?
Are we going to study?
Yes.
Where?
In school.
Are we going now?
OK.

In Lesson Four the third and last pronoun set is introduced, the ki class. In addition to this is the past tense affix nag- (infinitive, mag-). In this lesson the verb, which remains apód 'call' from previous lessons, is used in a transitive context. It is possible, however, to use the same verb in an intransitive context. For example instead of saying, Nagapód ka sakúya? 'Did you call?', it is possible to say, Nagapód ka? 'Did you call?'. If we use this intransitive frame, we can substitute the vocabulary items and phrases which have already been used in the future tense.

Masa'ín ka?
Where are you going?

Nagsa'ín ka?
Where did you go?

Madumán ka sa eskuélahan?
Are you going to school?

Nagdumán ka sa eskuélahan?
Did you go to school?

Makakán ka?
Are you going to eat?

Nagkakán ka?
Did you eat?

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Maádal ka?

Are you going to study?

Nagádal ka?

Did you study?

With this new structural information, there are further conversation possibilities.

1. Letty, nagdumán ka sa cafetéria?

Iyó.

Tá'no ta nagdumán ka?

Nagkakán ako.

Letty, did you go to the cafeteria?

Yes.

Why did you go?

I ate.

2. Sí'isay an nagháli'?

Si Bóyet.

Tá'no?

Maádal na siyá.

Sa'ín?

Sa cafetéria.

Who left?

Boyot.

Why?

He's going to study.

Where?

In the cafeteria.

3. Masa'ín si Márylyn?

Sa eskuélahan.

Tá'no? Maádal na siyá?

Da'í. Inapód siyá ni Miss Santos.

Tá'no?

Madumán sindá sa banwá'an.

Makakán na sindá?

Da'í. Masisíne.

Nagkakán ka na?

Iyó.

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Síge. Maádal na kitá.

Where is Marilyn going?

To school.

Why? Is she going to study?

No. Miss Santos called her.

Why?

They are going to town.

Are they going to eat?

No. They're going to the movies.

Did you eat yet?

Yes.

OK, then. Let's study.

4. Frank, nagsa'ín ka?

Sa library.

Tá'no ta nagdumán ka sa library?

Nagapód ako ki Daísy.

Makakán na kamó?

Iyó.

Frank, where did you go?

To the library.

Why did you go to the library?

I called Daisy.

Are you going to eat?

Yes.

Lesson Five introduces the verb hapót 'ask'. The drills for this lesson contain possible ways of using this new verb with material already presented and drilled. It is also possible to continue building conversations in the manner discussed in the preceding paragraphs.

Maráy na hapon Célso.

Maráy na hapon man, Cres.

Célso, inapód ka ni Fred?

Iyó, sa library.

Tá'no?

Hinapót niyá akó kon nagsa'ín akó.

Nagsa'ín ka?

Sa banwá'an.

Nagkakán ka sa banwá'an?

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Da'í.
Makakán na kitá?
Síge. Sa'ín?
Sa cafetéria.

Good afternoon, Celso.
Good afternoon, Cres.
Celso, did Fred call you?
Yes, in the library.
Why?
He asked where I went.
Where did you go?
To town.
Did you eat in town?
No.
Should we eat now?
OK. Where?
In the cafeteria.

All that we have said thus far is that conversations can be built from presentations by adding a bit here and there, by combining information the student already has, and by a bit of exciting initiative on the part of you and the student. One of the problems in many language courses is that little opportunity is given for initiative on the part of students to work out their own conversations. Though it is possible to stick entirely to the material given in this text exactly as it is, you will find it more challenging, and of a great deal of benefit if you will take the trouble to show students how to build conversations they can use outside of class from the materials you have in the text.

5.2 Building conversation through the drills

The drills are also good starting places for complete conversations dealing with immediate situations out of the classroom. Since the drills are presented basically in a question-response format, it is relatively easy to link together successive sections to form the basis for a conversation.

Turn, for example, to the drills of Lesson Eight. From these we can build the following conversation.

Mártha, áno an sinublí' saímo?

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Libró.
Sí'isay an nagsublí' kaiyán?
Si Mr. Réyes.
Tá'no?
Índa.

Martha, what was borrowed from you?
A book.
Who borrowed it?
Mr. Reyes.
Why?
I don't know.

This material can be combined also with previously learned structures and vocabulary as part of a more comprehensive conversation.

Cárlos, sa'ín ka háli'?
Sa banwá'an.
Tá'no ta nagdumán ka?
Nagsublí' akó kan libró sa líbrary.
Ánong libró?
Philippine History. Maádal akó.
Sa' ín ka maádal?
Sa cafetéria. Madumán ka?
Iyó. Makakán na akó.
Síge. Madumán na kitá.

Carlos, where have you been?
To town.
Why did you go?
I borrowed a book from the library.
What book?
Philippine History. I'm going to study.
Where are you going to study?
In the cafeteria. Are you going there?
Yes. I'm going to eat.
Fine. Let's go.

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5.3 Building conversation through the dialogues

Students, with perhaps some help from the teacher, can generate conversations they can use daily, not only from the presentations and the drills of the lessons, but also from the dialogues presented in Part III. The dialogues for each group of lessons, as mentioned earlier in this guide, are fragments which are assigned to no particular conversational context. They may, however, easily be placed into a great many contexts by the students. It is probable that upon reading a fragment the student will automatically assign a context to it. So in addition to the ways suggested for the presentations and the drills for forming conversations, it is fruitfully possible to ask students to put the fragments given in the dialogues into larger contexts, building their own conversational additions.

To begin with, the teacher should present the fragment as it is in the dialogue section. As suggested earlier, it is best if the dialogues are pre-recorded. After the student has heard the dialogue, he should be asked the comprehension questions which follow.

When this has been done for any particular section, and when the students know the content of each fragment, the teacher may then select some of these and ask students to place them into a larger context. As often as possible, the student should describe in Bikol the situation in which such a fragment may occur.

For example, let us take Dialogue 2 for Lessons 1-17. The student may introduce the dialogue by the following statements.

Nagdumán akó sa cafetéria káso-bá'go. Hinapót akó ni Miss Gonzáles:

The dialogue can then be quoted.

Sí'isay an nagapód saímo?

Si Daísy.

Tá'no ta inapód ka niyá?

Makakán na kamí.

I went to the cafeteria a little while ago. Miss Gonzales asked me:

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Who called you?

Daisy.

Why did she call you?

We're about to eat.

The dialogue may be presented as quoted speech as shown above. A more difficult exercise is to have the student continue with his narrative, changing quoted speech (a type of transformation) into reported speech. Dialogue 2 could then be given as follows.

Nagdumán akó sa eskuélahan káso-bá'go. Hinapót akó ni Miss Gonzáles kon sí'isay an nagapód sakúya'. Sinábi ko, si Daísy. Naghapót siyá kon tá'no ta inapód akó niyá. Sinábi ko na makakán na kamí.

I went to the cafeteria a while ago. Miss Gonzales asked me who called me. I told her, Daisy. She asked why she called me. I said that we were going to eat.

An easier way to add context to dialogues, a way that students can use almost right away, would be to add greetings and leave-taking expressions. The result, for example, might be an expanded version of Dialogue 9 of those for Lessons 1-17.

Maráy na banggí, Flor.

Maráy na banggí man, Tótoy.

Komustá ka?

Maráy.

Flor, sí'isay an naggamit kan lapis ko?

Si Boyet.

Ta'no ta piggamit niya?

Pigsubli' si lapis niya ni Chito.

Mabalos Flor.

Siring man.

Good evening, Flor.

Good evening, Totoy.

How are you?

Fine.

Flor, who used my pencil?

Boyet.

Why did he use it?

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Chito borrowed his pencil.
Thank you, Flor.
You're welcome.

The point here is to get the student to generate material he has learned by extending that material to the situation at hand. He is made to think of actual context for the dialogue material given. We are trying to get away from memorization of rote sequences that may not happen exactly as presented, moving the student into thinking in the language about how to use the material for his own purposes.

5.4 Building conversation through special situations

So far we have thought of building conversations from the materials presented in the text, staying pretty close to the presentations, drills, and dialogues. As a final part of this guide, we turn to building conversation through special situations worked out by student and/or teacher.

Basic vocabulary will show how to do this and what situations are possible. The following are situations that come to mind based upon vocabulary presented in Unit I of this text. Any of these situations can be presented at appropriate places in the lesson sequence. For example, Lessons Twelve, Seventeen, Twenty, and Twenty-four are review lessons where no new verb bases are presented. Conversations involving one of the following situations could be generated by students for those lessons.

We indicate the situation possible and the basic vocabulary to be used for the subject matter.

(1) The corner store

The store at the corner has a fountain and supplies almost anything a student might need. A number of conversations can be built with the store as the theme. Examples include preparing to go and going to the store, events and activities at the store, and returning to school or home from the store.

Question words pertinent to building conversations for going to the store include who will go, how many will go, where the store is, when we will go, what time we will go, how long we will stay, what we will do there, etc. Inviting people to go,

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calling them to say we will go, asking, telling, saying; all can be used to talk about going there within the structures presented in the first Unit.

When at the store, we can buy items, order food and eat it. We can ask who will buy what where. We can return a ball (or any other item one might desire), take a pencil, and even give the proprietor something. We can ask who the storekeeper is, and even find out perhaps a bit about his family.

Having finished our business at the store, or telling about some others that have been there, we can leave, go home, take things with us, etc. Though the possibilities are somewhat limited for free discourse on the subject, much can be said of interest, and should be worked out and used by the student. New vocabulary can be elicited. We may need the word for store itself, the word for proprietor, some items we want to buy, etc. But we can do much with what we have, and the student should be encouraged to do so. You will be surprised at what he does do with an assignment telling him to construct a conversation to take place in or about the corner store.

(2) The classroom

Here the student can ask for information, borrow books, use items of interest, go to or leave school, teach, correct tests, and study; all within the verbal vocabulary presented in Unit I. Again, going to and from class, asking and answering questions, commenting on activities; these are within the province of the student after a very few lessons. The first twenty-eight lessons should take some sixty-two hours of classroom time, a possibility well within the first two weeks of the course should six hours a day be spent in class, or four weeks with only three hours a day.

(3) Lunch at the cafeteria

All of the ideas expressed for the above situations can center on the cafeteria. Going, leaving, inviting others, telling someone about going, walking there, leaving, etc. are all suggestive of conversation possibilities. Questions involving what, who, where, when, which one, what time, why not, how long; all are pertinent. Ordering, eating, giving, calling, etc. are part of the activities of a cafeteria.

(4) *A picnic*

A few verbs make this situation possible. To go on a picnic starts us out. To go or come home, to swim and/or take a bath and eat are key words and phrases for this activity. Invite, eat, stop, ask, tell, give to, etc. can also be used in this situation. Where we will go, how many are to be involved, what we will take, what and where we will picnic are useful. Vocabulary can be added as elicited for other needs of this particular event.

A great deal of enthusiasm can be generated by having students work on the best, most natural conversations they can build on a given situation. Competition encourages. Have students write out conversations as assignments, then present them to the class. Divide the class into groups of two or three for this kind of stimulation. Have the audience correct, orally, the dialogues presented to the class. Have the participants that have prepared the material ask comprehension questions about the conversation to see if their audience can handle such. Use your imagination for this sort of classroom activity based on homework. Do not be afraid to let your students use paper and pencil. They are college students and have highly trained their eyes to use the printed page. They are excellent note takers. Capitalize on their training in every way possible.

(5) *At home*

Key vocabulary includes to go or come home, wash dishes, clean, take a bath, close the windows, eat, give items to friends, etc. These plus the question possibilities within the structures presented can be the basis for several short or longer conversations in and about home. Be sure to encourage students to generate new material too, within the learned structure if at all possible.

(6) *Errands*

Here the key vocabulary would be borrow, return, give, take, call, ask, tell, order, stop, put or place, arrive, go, walk, and come here. Verbs are central. The better a student can use them with the affix limitations given to date, the better Bikol speaker he will become.

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No doubt other situations are possible. These are sufficient at this point to give ideas for the first Unit. Of course the same themes can be further developed as lessons progress and the student has more at his command both in vocabulary and in structural content.

Success may be measured by the ease with which students control structures and the completeness of control evidenced by discussions involving the situations they desire to talk about.

(7) Sample situations

The following is an example of the type of conversational material that can be developed during the study of the first Unit of this text.

An Píkník

Fred, sa'ín ka háli'?

Sa báybáyon. Nagpíkník kami.

Arín na báybáyon? Si dumán sa Pasacáo?

Iyó. Haraní sa séntro. Nagkarígos kami. Tá'no ta da'í ka nagibá?

Inimbitarán akó ni Daísy, péro sinábi ko saíya na maádal akó. Halóy kamó dumán?

Da'í. Limáng óras pa saná.

Sa'ín kamó nagkakán?

Dumán. Nagórder kami 'nin kakánon sa restaurán. Pansít, adóbo, malúto', saká batág an pig-kakán mi. An mga laláki nagbakál nin serbésa. An mga babáyi, cóke saná.

Tá'no ta da'í kamó nagpíkník sa Sábang? Dikít nang táwo an yá'on dumán, sagkód bakóng maribók.

Madúros dumán, saká maalpóg. Kan saróng ta'ón nagdumán kami. Dumán si Bérnie nagtukdó'.

Nagibá man si Bérnie sa píkník nindó?

Iyó.

Pirá kamóng gabós?

Sampulo'. Káso-bá'go lang kami nagpulí'.

Maádal ka na?

Iyó. Maádal na kitá.

Fred, where are you coming from?

The beach. We went on a picnic.

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Which beach? The one at Pasacao?

Yes. Near the center of town. We went swimming. Why didn't you come?

Daisy invited me, but I told her that I was going to study. Were you there a long time?

No. Just five hours.

Where did you eat?

There. We ordered food at the restaurant. We ate pansit, adobo, rice and bananas. The men bought beer and the girls coke.

Why didn't you picnic at Sabang? There are very few people there, and it's not noisy.

It's windy there and it's dusty. Last year we went there. That's where Bernie taught.

Did Bernie go along on your picnic?

Yes.

How many in all were you?

Ten. We just returned a while ago.

Are you going to study now?

Yes. Let's study then.

Sa Cafetéria

Maráy na hápon Márylyn.

Maráy na hápon man Tóny.

Komustá ka?

Maráy. Iká?

Maráy man. Masa'ín ka?

Mapulí' na akó.

Sa'ín ka háli'?

Háli' akó sa eskuélahan. Yá'on dumán si test papers ni Mr. Réyes.

Tá'no?

Pigta'wán niyá akó kaiyán káso-udmá'. Makorehír da'á akó.

Pigkorehirán mo na?

Da'í pa. Nagpundó akó ta makakán na.

Maibá lang akó saímo. Makakán kitá sa cafetéria. Sinabíhan taká na nagbalík na si Rúdi háli' sa Pilipíñas?

Da'í. Káso-arín siyá nagabót?

Káso-udmá'.

Naggáno siyá dumán?

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Sábi da'a na nagtukdó' siyá sa saróng elementary school dumán. Math an ipigtukdó' niyá.

Komustá siyá.

Índa. Pighapót ko siyá kon tá'no ta nagpulí' siyá, péro da'í siyá nagsábi.

Nagádal siyá nin Bíkol, anó?

lyó, nin sampúlong semana, digdí sa Hílo.

Kan yá'on siyá sa Pilipínas. Nagtarám siyá kainí?

Da'í. Yá'on siyá sa Maníla'.

Tá'no ta sa Maníla'?

Índa.

Uní an cafetéria. Makakán na kitá.

Good afternoon Marilyn.

Good afternoon Tony.

How are you?

Fine. And you?

Fine, too. Where are you going?

I'm on my way home.

Where did you come from?

I'm coming from school. Mr. Reyes' test papers are over there.

Why?

He gave them to me yesterday. I'm supposed to correct them.

Did you correct them already?

Not yet. I stopped because I'm going to eat.

I'll go with you. Let's just eat in the cafeteria. Did I tell you that Rudi had just returned from the Philippines?

No, when did he arrive?

Yesterday.

What did he do there?

They said that he taught in an elementary school. He taught math.

How is he?

I don't know. I asked him why he came home, but he didn't say.

He studied Bikol didn't he?

Yes, for ten weeks, here in Hilo.

When he was in the Philippines, did he speak it?

No. He was in Manila.

Why in Manila?

I don't know.

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Here's the cafeteria. Let's eat.

6. CONCLUSION

As a final word, it is recommended that the students be required to control and control well the presentations and drills of each lesson, that they understand and be able to respond freely without hesitation to the comprehension questions following each of the dialogues in Part III, and that they be required to build conversations around real life situations. We cannot stress too much the value of getting the student to generate his own material. This is language.

Finally, we go back to the starting point of this short guide. You, the teacher, are the key to success. Students will enjoy learning Bikol if you enjoy teaching it! If you follow the suggestions outlined using the materials in the text as a spring-board, you will find your students making real progress toward their own manipulation of the language. We are convinced that these materials will help you do the good job we know is possible.

Howard P. McKaughan
Malcolm W. Mintz

INTRODUCTION

INTRODUCTION

GENERAL

The Bikol region dominates the southernmost peninsula of the island of Luzon and extends to the island provinces of Catanduanes and Masbate. The provinces on the mainland include Camarines Norte, Camarines Sur, Albay and Sorsogon.

Most of the languages spoken in this region are subsumed under the heading 'Bikol', and differences are attributed to dialect variation. Some of these dialects, however, are so different from the standard dialect that they may upon further investigation eventually be declared languages in their own right. The languages spoken in these provinces which are not considered to be Bikol are (1) Tagalog spoken throughout most of Camarines Norte up to a line running roughly NE-SW in the general vicinity of the capital city of Daet, and (2) Masbateño, spoken on the main island of Masbate, which is generally thought to be more closely related to the Visayan languages to the south.

Under the heading 'Bikol' the standard dialect is usually attributed to the traditional cultural center of Naga City and its immediate environs. This dialect is spoken without major variation in Camarines Norte southeast of Daet, Camarines Sur, except for a section called Rinconada near Western Albay, Eastern Albay including Legazpi City, and most of Northern Sorsogon. The major influences on this dialect are from the neighboring language areas. Thus, standard Bikol as it approaches Tagalog speaking areas tends to become more similar to Tagalog, as is the case in Camarines Norte and Western Camarines Sur. As it approaches Visayan speaking areas, as is the case in Eastern Albay and Sorsogon, it tends to become more similar to Visayan. The dialect of Southern Sorsogon is distinguished from other dialects by its heavy borrowings from Visayan, thought to come mainly from the neighboring island of Samar.

The island of Cantuanduanes is usually classified into two dialect areas, the Northern and the Southern. The Buhi' dialect is spoken only in a small area around Lake Buhi' in Camarines Sur.

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Towns speaking the Rinconada dialect are Baao, Bula', Iriga, Nabua, and Bato, all located between Pili in Camarines Sur and the Albay provincial line. The Western Albay dialects are spoken in a group of towns between the Rinconada section of Camarines Sur and Legazpi City, including sections of Northern Sorsogon. A significantly different dialect is spoken in each town. This text is based on the standard Bikol dialect spoken in Naga City.

The Bikol materials include three volumes. The first volume contains the basic lesson material for learning Bikol; the second contains the grammatical reference notes to help the student understand what he is learning; and the third is a dictionary of all Bikol words in the text as well as many others.

This text consists of three parts: an introductory section on the Bikol Phonology, the Lessons, and Dialogues. The three parts combined are intended to teach the skills of speaking and listening comprehension.

FORMAT

Lessons are divided into seven units. The number of lessons in each unit varies according to what seems necessary to cover the material as indicated by the unit heading. There are a total of 121 lessons which will cover approximately 180 hours of language teaching. Each lesson should take about one and a half hours to present and drill. In addition there are 297 dialogues, each taking about 30 minutes for minimal comprehension (a total of approximately 150 hours). The phonology section has approximately 10 hours of drills and recognition tests. There is thus a total of at least 340 hours of teaching materials in this text.

A basic course in Bikol must cover the first three units (53 lessons, approximately 78 hours), the first 120 dialogues (60 hours) and the first two parts of the grammatical notes. If possible Unit IV (15 lessons, approximately 22 hours) should also be included in a basic course with the corresponding dialogues (24 hours). Units V-VI contain advanced structures based upon the material presented in the earlier units and could be left for a more comprehensive course.

INTRODUCTION

THE PHONOLOGY

The phonology section contains a description of the Bikol orthography, its sound system, and includes pronunciation drills, and recognition tests.

Approximately five to ten minutes at the beginning of each lesson should be spent on pronunciation practice, but this may vary according to the difficulty of the sounds presented and the attention of the class. Two sections of drills have been included for the vowels, one for the diphthongs and 14 for the consonants. It is suggested that all of these sounds be presented and drilled at least once before any individual sounds are reviewed for further practice. In this manner, attention may be called to the troublesome sounds when they appear in the lessons and dialogues. An attempt should be made to introduce and drill all sounds at least once within the first 20 hours of class (during the first 15 lessons). When a majority of the class indicates that they can pronounce all of the sounds in isolation or in short words with a minimum amount of difficulty, the phonology lessons may be stopped. Pronunciation practice may be continued as needed, but attention should be directed primarily to the language structure in the lessons and dialogues.

THE DIALOGUES

The 297 dialogues (including some monologues) have been written to correspond to particular groups of lessons. Dialogues which are stated to belong to a particular group of lessons contain only grammatical structures which have been introduced in that group of lessons, or structures introduced earlier. In the first two Units vocabulary, with rare exception, is restricted to words already introduced. The introduction of new vocabulary items in the dialogues, however, becomes more frequent after Unit III. The first dialogues appear after Lesson 17. Following Lesson 17 there are dialogues for approximately every three lessons.

Each dialogue should take between 20 and 30 minutes to present and drill. The dialogues are presented only for the purpose of comprehension, not memorization, and the drill should take the form of questions based on the dialogue ma-

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terial. These questions, emphasizing mainly the function of verbal affixes and grammatical markers, are included for the first 53 lessons (to the end of Unit III).

Dialogues should be pre-recorded so that replays may be produced as often as needed. The student should respond to the 'you' in dialogues, since he is the addressee.

The early dialogues, no doubt, will run beyond the average time limit. If this is the case, allow all the time that is needed for minimal comprehension. The language will at first sound strange and unnatural, but intensive listening and responding to dialogues can play a major role in a student's adjustment.

The dialogues will also tend to negate some of the bad habits which may be acquired through intensive drilling of specific grammatical patterns. The student will be forced to hear and react to a series of different patterns combined to form natural speech instead of single patterns taken out of context.

THE LESSONS

The lessons are based on the philosophy that certain structures in a language will be heard over and over again in natural conversation. An attempt is made here to introduce these in the earliest lessons. The drills in which these forms appear follow common conversational patterns. Unfortunately, what is most common to Bikol is not most common to English. As a result, the beginning lessons will prove to be the most difficult and most challenging to the student. The student should bear in mind, however, that once he masters the basic forms of the language he will be able to create new sentences based on these forms much as the native speaker would.

The lessons are based on the verb. That is, verb forms and how they relate to certain grammatical markers are given primary place in all lessons. All other forms, including modifying structures and idioms, play a secondary role. The author of this text believes that if a student can master the basic verb forms, then he will be able to understand and speak more Bikol in a shorter period of time than if he were to master any other single part of the language.

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Lesson 1 contains a section labeled GIVEN CONTENT. The forms listed here serve as an assumed starting point for the lessons and they are not introduced nor drilled as separate structures at this time. Following this is a section labeled NEW CONTENT which contains all the new forms that will be introduced and drilled in a given lesson. A more detailed explanation of these forms may be had by checking the Grammar Notes.

The PRESENTATION which follows the NEW CONTENT usually consists of a series of questions and answers containing the new forms in a grammatical structure based on conversational usage in the language. Only one major structure is introduced per lesson. Headings such as PRESENTATION A and PRESENTATION B divide the material in a lesson, with minor exception, semantically, not structurally.

The lessons should be introduced and drilled for pronunciation, intonation and meaning, and only when one part of the presentation is mastered should the teacher go on to the next. When all material included under the presentation has been learned, then the teacher may move on to the drills. For Units I & II, the lessons dealing with the alternate tense form pi-serve basically as review.

The DRILLS are basically of the question-response type. Possible substitution in this context is given much attention. All drills are to be presented in a context as close to natural conversation as possible. Most of the drills consist of a question (Q) which may be asked by either the teacher or a student, and an answer (A) which should be supplied by a student. The drills may be done in a chain form in which a student who answers a question then asks the question to another student. In this manner, a student will have an opportunity to practice both question and answer forms.

There are some drills which contain a statement (S) and an answer (A). No drill involves more than two people. Some drills, however, do involve two responses from one person. These are usually of the form (S) (Q) (A) in which the one who makes the statement also answers the questions which it engenders.

The substitutions given for each drill are not meant to be complete. They are only given as extended examples and the teacher and the student should supply further substitution possibilities. Drills may be recycled with emphasis on those which

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were least well performed the first time. The teacher should also spot check for comprehension by asking the student for an explanation or translation of what he has said.

If drills are unusually long or difficult, then the students should be allowed to use their books. New vocabulary is not commonly introduced in the drills, but where it is, the English gloss is presented beside it.

The following examples will show how the majority of the drills are to be interpreted.

Every word which is underlined in a drill may be replaced by one of the alternatives which are found below it.

S. Halaton mo ako sa kanto.

A. Sige. Hahalaton taka duman.

S. halaton, ako
darahon, ini
gamiton, ito

A. hahalaton, taka
dadarahon, ko iyan
gagamiton, ko iyan

For halaton and ako we may substitute the alternatives given below it under S: darahon and ini. Once we make a substitution for the S we must also make a substitution for the answer (A) which corresponds to it. Hahalaton is replaced by dadarahon and taka by ko iyan. We then have the new dialogue:

S. Darahon mo ini sa kanto.

A. Sige. Dadarahon ko iyan duman.

A drill may consist of one question and two possible answers. If this is the case then only one answer is given each time the question is asked. The proper answer is indicated by the type of choice made in the list of substitutions.

Q. Inapod mo si Carlos?

A. Iyo. Inapod ko siya.

Da'i. Da'i ko siya inapod.

A. iyo
da'i
iyo

These substitutions will give the following possible dialogues:

INTRODUCTION

Q. Inapod mo si Carlos?

A. Iyo. Inapod ko siya.

Q. Inapod mo si Carlos?

A. Da'i. Da'i ko siya inapod.

A drill may also consist of two questions and two possible answers. If this is the case, then the first question is answered by the first answer, and the second question by the second answer.

Q. Mahali' na kamo?

Mahali' ka na?

A. Iyo. Mahali' na kami.

Iyo. Mahali' na ako.

This gives the possibility of the following two dialogues:

Q. Mahali' na kamo?

A. Iyo. Mahali' na kami.

Q. Mahali' ka na?

A. Iyo. Mahali' na ako.

If a drill contains a single word which is to be replaced in more than one location, the list of substitutions will contain only one entry for that word. Substitution, however, is to be made wherever that word occurs underlined in the presentation.

Naghapot siya ta maduman na siya.

siya

sinda

kami

This gives us the possible statements:

Naghapot sinda ta maduman na sinda.

Naghapot kami ta maduman na kami.

This particular drill is also an example of simple substitution where there is no dichotomy made between question and answer.

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There are drills which contain words replaced in the question which are identical to words replaced in the answer. In such cases, only one entry is given in the list of substitutions under the question, but replacement is to be made in the answer as well.

Q. Pig**bakal** mo si **serbesa**?

A. Iyo. Pig**bakal** ko ito.

Q. **bakal**, **serbesa**
 pundo, **motor**

One possible dialogue from new substitutions is:

Q. Pig**pundo** mo si **motor**?

A. Iyo. Pig**pundo** ko ito.

When there is a drill containing verb bases of different classes, it is common for only the verb base to be given. The proper affix should be supplied as part of the drill.

Ipigbugtak ko an libro sa lamesa.

 bugtak
 ku'a
 adal

Possible statements made from the substitutions are:

Pigku'a ko an libro sa lamesa.

Pigadalan ko an libro sa lamesa.

There are cases where a verb is given in one form and the student is expected to extract the base and use it in another form.

Q. Ano an babakalon ko?

A. Mag**bakal** ka nin gatas.

Q. **babakalon**
 gagamiton

A. **gatas**
 lapis

Possible dialogues are:

Q. Ano an **gagamiton** ko?

A. Maggamit ka nin **lapis**.

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Some drills which deal with transitive and intransitive verbs, or deal with verbs that usually take the locative phrase to complete their meaning, may contain substitutions which are greater or less than the phrases supplied in the presentation sentence. These substitutions are usually meant to be added after the last word in a presentation sentence if it is greater, or the last word in the presentation sentence may be deleted if the substitution is smaller.

Q. Ano an ginigibo mo?

A. Nagdodrowing ako.

A. nagdodrowing
naghahalat, ki Jose

This gives us the following dialogue:

Q. Ano an ginigibo mo?

A. Naghahalat ako ki Jose.

Q. Maiba ka samo'?

A. Iyo.

Q. maiba, samo'
makakan

Our new dialogue is:

Q. Makakan ka?

A. Iyo.

The BIKOL GRAMMAR NOTES are to be considered a part of the lessons in this text. They should be studied along with the lessons. It is important to group the structures as they are learned by the student. The NOTES which follow the presentations at various points throughout the text refer to minor grammatical items or to cultural information about the Bikol region.

The following notational conventions are used in the text.

A slash / indicates two possible translations into English.

Parenthesis () indicate a literal translation into English. This may appear as a sentence, a phrase, or a single word.

Brackets [] indicate a word or phrase which is added in the English translation, but which does not appear in the Bikol.

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Two lessons, A and B, follow. These are preliminary lessons. No more than one-half to one hour should be given to each, and even if not mastered, the teacher should move on to more structurally important material beginning with Lesson 1. Lessons A and B contain no drills. Because of the nature of the expressions included in them, each may be drilled naturally at the start of each class and at every social and personal encounter.

LESSON A

NEW CONTENT

1. Greetings
2. 'What is your name?'

PRESENTATION A:

1. Maráy na aldáw.
Maray na aldáw man.

Good day.
Good day.

Substitute for the underlined word in the above presentation the following:

- | | | |
|----|--------|-----------|
| a. | hápon | afternoon |
| b. | banggí | evening |

PRESENTATION B:

2. Komustá ka?
Maráy.

How are you?
Fine.

PRESENTATION C:

3. Áno an ngáran mo?
Létty.

What's your name?

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Letty.

LESSON B

NEW CONTENT

1. 'Where are you from?'
2. 'Where are you going?'
'Where have you been?'
3. 'Thank you'
4. 'You're welcome'

PRESENTATION A:

1. Masa'ín ka?
Sa cafetéria.

Where are you going?
To the cafeteria.

2. Sa'ín ka háli'?
Sa banwá'an.

Where are you coming from?
From town.

PRESENTATION B:

3. Tagá sa'ín ka.
Taga New York akó.
Sa'ín sa New York?
Sa New York City.

Where are you from?
I'm from New York.
Where in New York?
New York City.

PRESENTATION C:

4. Mabalós.
Síring man.

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Thank you.

You're welcome.

Part I PHONOLOGY

ORTHOGRAPHIC REPRESENTATION

Bikol, as written in the lessons which follow, is spelled as it is pronounced with very few exceptions. The new spelling is patterned basically after the spelling adopted for Pilipino, the national language. (See Table I, The Bikol Alphabet.) Bikol, however, as written in the Bikol region, is based for the most part on the spelling system of Spanish. This system is still in wide use, though it is gradually being supplanted under the influence of Pilipino. The following explains the changes from a Spanish-based orthography to that used in this text.

The Policy Adopted in Writing Spanish Loan Words

The c when written in Spanish to convey the sound of [k] as in 'kite' is written /k/ in Bikol.

cuarto	kuárto
comedor	komedór
secreto	sekréto

The c when written in Spanish to convey the sound of [s] as in 'self' is written /s/ in Bikol.

cine	síne
bendicion	bendisión

The qu when written in Spanish to convey the sound of [k] as in 'kite' is written /k/ in Bikol.

queso	késo
ataque	atáke

The y in Spanish is written /b/ in Bikol.

viernes	biérnes
salvar	salbár

The f in Spanish is written /p/ in Bikol.

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fundar	pundár
difícil	dipísil

Table I THE BIKOL ALPHABET

A	a
BA	ba
C	c
DA	da
E	e
F	f
GA	ga
HA	ha
I	i
J	j
KA	ka
LA	la
MA	ma
NA	na
NGA	nga
O	o
PA	pa
Q	q
RA	ra
SA	sa
TA	ta
U	u
V	v
WA	wa
X	x
YA	ya
Z	z
'A	'a (Glottal Stop)

Consonants in the table followed by the vowel *a* appear in natural Bikol words. Other consonants are used only in loan words from English and in Spanish names.

The *ch* in Spanish is written /ts/ in Bikol.

cheque	tséke
muchacha	mutsátsá

The *x* is written /ks/.

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experiencia eksperiénsia

The cc with the sound of [ks] as in 'jinx' is written /ks/.

leccion leksión

The j written in Spanish to convey the sound of [h] like in "house" is written /h/ in Bikol.

jefe hépe
trabajo trabáho

The ñ in Spanish is written /ny/ in Bikol.

baños bányos

The ll is written /ly/.

llave lyábe
sencillo sensílyo

The g preceding an e in Spanish is written /h/.

general henerál

The g preceding an i is written /h/.

gigante higánte

All other [g] sounds are written /g/.

gobierno gobiérno

The h in Spanish is not written in Bikol.

haber abér

The [rr] (double r) sound is written as /r/.

barrio bário
barrena baréna

The z is written as /s/.

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plaza	plása
zapatos	sapátos

The n preceding an f or y in Spanish is written /m/ in Bikol. (There are two changes which occur in Bikol. The f first changes to p and then the n is written /m/.)

confianza	kompiánsa
convento	kombénto

The n preceding g in Spanish is written /ng/ in Bikol.

congreso	konggrésó
----------	-----------

The n preceding qu in Spanish is written /ng/ in Bikol. There are two changes which occur. The qu first is written /k/ and the n is written /ng/.

conquistar	kongkistár
------------	------------

The n before a c in Spanish which conveys the sound of [k] is written /ng/.

cinco	síngko
-------	--------

The spelling of names and places has not been altered.

The sounds not included in the above list will be written the same in Bikol as in Spanish. (See the discussion on the vowels for some slight exceptions.)

The Policy Adopted in Writing English Loan Words

English loan words in Bikol are far more recent than Spanish, but because of the wide-spread use of English as a medium of instruction in schools, a large number of words have entered Bikol in most educational and professional fields. There are other English words which have entered through American books and movies, and still others, because of the second World War and the presence of American troops.

The following general rules have been adopted in the spelling of English words.

Where the word is wide-spread through the population, the spelling has been changed to fit the general pronunciation.

ORTHOGRAPHIC REPRESENTATION

evacuate	ebákuet
cowboy	káwboy

káwboy mag-, -on: to lasso. Kawbóyon mo an báka. 'Lasso the cow.'

When English words have been used for a long time by the general population, they may be hard to recognize as English. It has been suggested the following word is of English derivation.

bulakból: to roam around in a carefree manner neglecting your work.

The derivation suggested is from the word 'black-ball'. There are many other examples where only a guess can be made as to an English origin.

There are also cases where a brand name has been adopted for the general name of its contents. The spelling of these words has also been adopted to the sound system of Bikol.

délko	generator
kólget	toothpaste
klíneks	facial tissue

When an English word is used mostly by the educated or the young and has only begun to gain widespread use and acceptance, the word is generally written in its English spelling.

dáte	a date (e.g. to go to the movies)
cúte	cute
párty	party

In a few cases the spelling has been regularized in minor ways.

apoíntment	appointment
ténis	tennis

When English words begin with an s followed by another consonant, the Bikol speaker will usually place an [i] sound before the consonant cluster.

'small' will then be ismáll
'smuggle' will be ismúggle

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‘straw’ will be istráw

When these bases are made into verb forms which have reduplication, it is the i which the Bikol speaker adds that is reduplicated.

The infinitive or command form of ismágul (Bikol spelling of ‘smuggle’) is magismágul.

The conjugation is as follows.

maismágul
nagiismágul
nagismágul

SOUNDS WHICH HAVE ENTERED THE BIKOL SOUND SYSTEM THROUGH THE GENERAL USAGE OF FOREIGN WORDS

A Bikol speaker who is familiar with the foreign language from which words have been borrowed, will pronounce those words as closely as he can to the way they are pronounced in that foreign language. If he is not familiar with the other language, he will adopt the sound to his own sound system. It is often a sign of education, however, to be able to pronounce words as they are pronounced in the languages from which they have been borrowed.

Consonants

f The f is not included in our list of sounds. We have written all words with f as /p/ since the sound system of Bikol makes no distinction between the [p] and the [f] sound.

The Spanish word difícil may be pronounced dipísil with no loss of comprehensibility. Where, however, words are definitely recognizable as Spanish, the Spanish pronunciation would be preferred among certain groups of people.

v The v is also not included in our list of sounds. We have written all words with v as /b/ since the sound system of Bikol makes no distinction between the [v] and [b] sound.

The Spanish word convénito may be pronounced kom-bénito with no loss of comprehensibility. Among certain groups of people, however, the Spanish pronunciation is preferred.

(Note: Spanish distinguishes between /b/ and /v/ only in writing, not in pronunciation. But in many schools in the

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Bikol region the written /v/ is taught as the [v] sound in English. In actuality it is pronounced in Spanish as neither [b] nor [v], but a single sound somewhere between the pronunciation of the two.)

The policy in Pilipino, the national language, is to write all [f] and [v] sounds in foreign loan words as /p/ and /b/ respectively. This has given a new respectability to the pronunciation of words such as dipísil and kombénto, which, among the young, rivals the respectability once offered by pronouncing the words as Spanish: difficil and convénto.

The following palatal series of sounds in Bikol (except the [y]) has entered through the adoption of foreign loan words to the Bikol language.

sy The sy has been used on our sound chart to represent the sound [sh] as in the English word 'shirt'. This sound occurs only in loan words from English and the orthography reflects the English spelling. In other words 'shirt' is written in Bikol as shírt.

The reason we have used sy on our chart is to show that, among people who are not familiar with English but who do say the word 'shirt', the sound tends to break apart into two sections: [si] and [y] which exist in the Bikol sound system. The pronunciation then of 'shirt' by Bikolanos who do not speak English would be siyírt.

ty The sequence ty has been used on our sound chart to represent the [ch] as in the word 'check'. In the writing system of Bikol we have used the orthography adopted for Pilipino and have written /ts/.

We have again used the ty on our chart to show that, among people who are not familiar with English but who do use words that have the [ch] sound, the sound tends to break apart into two parts: [ti] and [y], both of which exist in the Bikol sound system.

It is interesting to look at two words which are almost identical in the pronunciation of the initial sound: chéque from the Spanish meaning a check (e.g. for money) and chéck from the English meaning to check something. The word chéque has been used for so long and has been so wide

spread in the Bikol population that the sound has been split by many speakers into two and the pronunciation often is tiyéke.

The word chéck, however, is used mostly in schools and offices, by teachers, students or officials who all speak English. This word is usually pronounced as in English.

dy The dy has been used on our sound chart to represent the sound [j] as in ‘jeep’ or ‘janitor’ It also represents the sound combination [di] in the Spanish word diés as pronounced in Bikol, or the [ge] in English ‘generator’. With few exceptions these words are written as they are written in the language from which they are borrowed. One exception is the English word ‘duet’ which is written as it is pronounced in Bikol: dyúet. There are also some apparently native Bikol words which contain the sound [dy]. These are written as /dy/.

The reason for the choice of the symbol dy on our chart is the same as that given for the choice made for the other palatals.

ny The ny enters Bikol through Spanish loan words like báños. Such loans are written with /ny/ in Bikol: bányos.

ly The ly also enters Bikol through Spanish loan words like llave and sencillo. These loans are written with /ly/ in Bikol: lyábe and sensílyo.

Vowels

Native words in Bikol contain a system of three vowels and four diphthongs: /i/, /a/ and /o~u/; /iw, aw, ay, uy~oy/. Spanish words, however, have brought two new vowels into the language: e and o.

In the writing system adopted for Bikol, as explained in the previous pages, these vowels are usually written as in Spanish or in English.

lente	lénte	‘lens’
ehe	éhe	‘axel’
sencillo	sensílyo	‘change’ (money)
amenudo	amenúdo	‘by the piece’

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tennis	ténis	'tennis'
evacuate	ebákuet	'evacuate'
cobra	kóbra	'to collect money'
colgate	kólget	'toothpaste'
color	kolór	'color'
costumbre	kostúmbre	'custom'

Bikol contains the single sound [i], which serves the purpose of the [i] and the [e] sounds in Spanish or English. As a result, the [e] sound in Spanish, or in English, particularly when the speaker is not familiar with those languages, is pronounced as [i] in Bikol.

lente	línti
ehe	íhi
sensilyo	sinsílyo
amenudo	aminúdo
tenis	tínis
ebakuét	ebákuit

Bikol does have both the sounds [o] and [u]. These sounds are generally pronounced as either one or the other according to the position in the word. The first is pronounced [o] only if it occurs in the last syllable of the word. The second is pronounced [u] only if it occurs in any syllable but the last of the word. As a result an [o] sound written in Spanish or in English which occurs in any syllable but the last syllable in the word will often be pronounced [u] by Bikol speakers.

kobra	kúbra
kolor	kulór
kostumbre	kustúmbre
kolget	kúlget

SOUNDS IN BIKOL

The following describes Bikol sounds. See Table II

Consonants

1. Sounds Made with the Lips

Bikol has four sounds made with the lips: [p], [b], [m] and [w]. Three of these sounds are pronounced in Bikol basically as they are pronounced in English: [b], [m] and [w].

The /p/ is pronounced like the p in 'spin'. It is not pronounced like the p in 'pin'. The difference in pronunciation lies in what is called aspiration. The p in 'spin' is not followed by any puff of air. The p in 'pin' is. All [p] sounds in Bikol are unaspirated. In other words, they are not followed by any puff of air and are like the [p] sound in 'spin'.

2. Sounds Made with the Tip of the Tongue Placed on the Teeth

Bikol has three sounds made with the tip of the tongue placed against the teeth: [t], [d] and [n]. In English, all of these sounds are made with the tip of the tongue placed behind and above the teeth. Of the three sounds, [d] and [n] are most similar to their pronunciation in English. (Except for the fact that the tongue is behind and above the teeth and not against them in English.)

The /t/ is pronounced like the t in 'stop'. It is not pronounced like the t in 'top'. The difference in pronunciation lies in the lack of aspiration.

3. Sounds Made with the Front of the Tongue Placed Behind the Teeth

Bikol has three sounds made with the front of the tongue placed behind the teeth: [s], [l] and [r]. The [s] sound is pronounced basically like the [s] sound in English.

The [l] sound in English is pronounced with the front of the tongue placed above and behind the teeth. In Bikol the front of the tongue is placed closer to the teeth. Except for this, the pronunciation of [l] in Bikol is basically similar to that in English.

Table II THE SOUND SYSTEM OF BIKOL

<u>The Consonants:</u>						
	Labial	Dental	Alveolar	Palatal	Velar	Glottal
Stops	p b	t d			k g	' h
Fricatives			s	sy		
Affricates				ty dy		
Nasals	m	n		ny	ng	
Laterals			l	ly		
Flap			r			
Semi-Vowels				y		
<u>The Vowels:</u>						
	<u>The Diphthongs:</u>					
	Front	Central	Back	i + u		iw
High	i		u	a + i		ay
				a + u/o		aw
Mid	e		o			
Low		a		o~u + i		oy~uy

The [r] sound in English is made in a completely different manner from the [r] sound in Bikol. In English the tip of the tongue is retroflexed. In Bikol the front of the tongue rises to tap the front of the roof of the mouth and then is immediately released. The most similar sound in English to the pronunciation of [r] in Bikol is the [dd] sound in the word 'ladder'. For this sound, the front of the tongue quickly touches a position behind the teeth and is then released.

4. Sounds Made with the Tongue Placed Near the Roof of the Mouth

Bikol has six sounds made with the tongue placed near the roof of the mouth: [sy], [ty], [dy], [ny], [ly] and [y].

The [sy] is found only in loan words from English and is pronounced like the sh in 'shirt'.

The [ty] is found in loan words from Spanish and English and is pronounced like the ch in 'check'.

The [dy] is found basically in loan words from English and is pronounced like the j sound in 'jeep'.

The [ny] is found in loan words from Spanish and is pronounced like the ñ in baños. In English it is pronounced basically as a sequence of n and y as in 'canyon'.

The [ly] is found in loan words from Spanish and is pronounced like the ll in llave and sencillo. The closest pronunciation in English is the pronunciation of lli in the word 'million'.

The [y] is pronounced like the [y] sound in English.

5. Sounds Made with the Back of the Tongue Placed Against the Back of the Mouth

Bikol has three sounds made with the back of the tongue placed against the back of the mouth: [k], [g] and [ng].

The [g] is pronounced basically as it is pronounced in English.

The [k] is pronounced like the k in 'skip'. It is not pronounced like the k in 'keep'. The difference lies again in the lack of aspiration. All [k] sounds in Bikol are unaspirated. In other words they are not followed by any puff of air and are like the k sounds in 'skip'.

The [ng] is pronounced like the ng sound in the English words 'sing' and 'long'. In English, however, [ng] occurs only in the final and medial positions of a word (e.g. 'singer', 'ringer'). In Bikol it occurs at the beginning, middle and end of words.

6. Sounds Made in the Throat

Bikol has two sounds which are made in the throat. The glottal stop ['] which is made by closing the vocal cords, and the [h] which is made by constricting the vocal cords.

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The [h] in Bikol is like the [h] in English.

The glottal stop ['] is the sound between the two o's of 'Oh Oh'. There are also some words where the [t] sound occurring before an [n] sound is pronounced as a glottal stop ['].

mountain	mou'n
fountain	fou'n

The glottal stop is made by cutting off the air that passes out from the lungs through the mouth by closing the vocal cords. To the non-native speaker of Bikol it often sounds as if the vowel sound which precedes the ['] is suddenly and sharply cut off.

Vowels

Bikol has three basic vowels, /i, a and o~u/, and /e/ and /o/ from Spanish loan words.

/i/ The [i] sound in Bikol is most similar to the sound of ee in 'beet'. There is a difference, however. In English the tendency is to combine the vowel sound [i] with the consonant sound [y]. When you pronounce the ee in 'beet' you can feel the back of your tongue moving upward before the ee sound is completed. The upward movement of the back of the tongue is the pronunciation of the [y]. The pronunciation of /i/ in Bikol is the pronunciation of ee in 'beet' without the upward movement of the back of the tongue. The tongue must be kept from moving upward throughout the whole time that the /i/ is being pronounced.

/e/ The sound [e] in Bikol (which is found almost exclusively in words borrowed from Spanish) is most similar to the ai sound in 'wait'. The same difference, however, occurs with this sound as with ee of 'beet'. In English the tendency is to combine the vowel sound [e] with the consonant sound [y]. When you pronounce the ai in 'wait' you can feel the back of your tongue moving upward before the pronunciation of ai is completed. The upward movement of the back of the tongue is the pronunciation of the /y/. The pronunciation of /e/ in Bikol is the pronunciation of ai in 'wait' without the upward movement of the back of the tongue. The tongue must be kept from moving upward throughout the whole time that the /e/ is being pronounced.

SOUNDS IN BIKOL

/a/ The [a] sound in Bikol is the same as the pronunciation of the sound o in 'got'.

/o/ The [o] sound in Bikol is most similar to the sound of oa in 'boat'. There is a difference, however. In English the tendency is to combine the vowel sound [o] with the consonant sound [w]. When you pronounce the oa in 'boat' you can feel your lips begin to close before the oa sound is completed. The closing of the lips is the pronunciation of the /w/. The pronunciation of /o/ in Bikol is the pronunciation of oa in 'boat' without the closing of the lips. The lips must be kept rounded and open throughout the whole time that the /o/ is being pronounced.

/u/ The [u] sound in Bikol is most similar to the sound of oo in 'boot'. There is a difference, however. In English the tendency is to combine the vowel sound [u] with the consonant sound [w] as explained above with oa of 'boat'. The pronunciation of the /u/ in Bikol is the pronunciation of oo in 'boot' without the closing of the lips. The lips must be kept fixed throughout the whole time that the /u/ is being pronounced.

The Distribution of /u/ and /o/

The vowel sound [o] is pronounced [o] only if it occurs in the last syllable of the word. If it occurs elsewhere, then it is pronounced [u].

In like manner, the vowel sound [u] is pronounced [u] only if it occurs in a syllable that is not final. If it occurs in a final syllable it is pronounced [o].

The Policy Adopted in the Writing of /u/ and /o/

The following orthographic rules have been adopted for the writing of /o/ and /u/ in these Bikol materials.

/u/ is written in any syllable that is not final in a word.

burát

dakúla'

tuká'

/o/ is written only in the final syllable of the word.

bakó'

batók

dagóm

Examples with words containing both /u/ and /o/.

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susó'
súgok

mundó'
dú'ot

pu'ón

Exceptions

1. The orthographic convention of writing /u/ and /o/ applies only to the writing of the base. When a base is suffixed, thereby making a syllable that contains an /o/ no longer in final position, the spelling of the base is not changed. But the rule for the pronunciation of /u/ and /o/ still applies. In other words: gíbo when suffixed with -hon for the infinitive/command form will be written: gibóhon. But it will be pronounced as gibúhon.

2. Words that are formed by the joining of two identical syllables will be written with the /u/ sound in both. These bases are further distinguished by stress which falls equally on both parts.

kúlkúl
kútkút
túgtúg

kúkú
púkpúk

kú'kú'
gú'gú'

The base kúkú consists of two identical syllables each containing two sounds: kú.

The base kú'kú' consists of two identical syllables each containing three sounds: kú'.

A base like susó' is not considered to have two identical syllables. It is considered to have one syllable consisting of two sounds: su and one syllable consisting of three sounds: so'. The stress, too, is not placed evenly on both syllables, but is located quite noticeably on the second. We therefore apply our regular rule for the writing of /u/ and /o/.

The Policy Adopted for the Writing of /i/ and /e/

All words which are identified as being natively Bikol are written with /i/. The pronunciation of some of these words with the vowel sound [e] is dialectal.

The pronunciation of the vowel sound [i] as the sound [e] will not change its meaning: hále' or háli' both mean 'to leave' and héрак or híрак both mean 'pity'.

The Diphthongs

Bikol has a set of four diphthongs: /ay, aw, oy~uy, and iw/.

/ay/ The /ay/ in Bikol is the combination of the vowels [a + i]. It is not a combination of [a + y] although that is the symbol used in the writing system we have adopted. As a result of /ay/ being two vowels which are pronounced successively, the tongue goes through the movements of producing both those sounds. The pronunciation of /a/ in Bikol should present no problem for the English speaker since it is pronounced similarly in English as in Bikol (see the section on Bikol vowels).

The pronunciation of /i/ in Bikol has also been explained in the section on Bikol vowels.

The pronunciation of the y in the English 'by' is close to the pronunciation of the Bikol /ay/.

/aw/ The /aw/ in Bikol is the combination of the vowels [a + u] or [a + o]. (The distinction between /u/ and /o/ is lost in the diphthong. We will use the /o/ in our explanation). It is not a combination of [a + w] although that is the symbol used in the writing system. As a result of /aw/ being the combination of two vowels which are pronounced successively, the tongue and the lips go through the movements of producing both those sounds. The pronunciation /a/ presents little problem for English speakers. (See the section on Bikol vowels.)

The pronunciation of /o/ is explained in the section on Bikol vowels.

The pronunciation of ow in 'cow' is most similar to the pronunciation of /aw/ in Bikol. It must be remembered however, that you are pronouncing a Bikol /o/ and so the lips remain fixed.

/oy~uy/ The distinction between /u/ and /o/ is lost in the diphthong. We will use /oy/ in our explanation. The diphthong /oy/ is the combination of the two vowels [o] plus [i] and not a combination of [o + y] although this is the symbol used in writing Bikol.

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The pronunciation of /o/ and /i/ is explained in the section on Bikol verbs.

The pronunciation of oy in the English word 'boy' is most similar to the pronunciation of /oy/ in Bikol. It must be remembered, however, that you are pronouncing the Bikol /o/ and that the lips must remain fixed in rounded position.

/iw/ The /iw/ in Bikol is the combination of the vowels [i + u]. It is not a combination of [i + w], though that is the symbol used in writing.

The pronunciation of both /i/ and /u/ is explained in the section on Bikol vowels.

The pronunciation of ue in the English word 'cue' is similar to the pronunciation of /iw/ in Bikol. It must be remembered, however, that you are pronouncing the Bikol /u/ and that the lips must remain rounded.

Timing

One other very important feature of language that distinguishes the pronunciation of Bikol from the pronunciation of English is timing or rhythm.

In English our sentences are stress timed. What this means is that the time it takes to pronounce any amount of syllables between two primary stresses, is the same as it takes to pronounce any other amount of syllables between two primary stresses, even though the number of syllables may be different. (The same thing is true between a primary stress and the beginning or end of a phrase or sentence.)

In Bikol the sentences are syllable timed. What this means is that the time it takes to pronounce one syllable is the same time as it takes to pronounce any other syllable, regardless of where the primary stresses lie.

English example:

The bóy / bought the cár / to go to the beách /.

SOUNDS IN BIKOL

In the above sentence, the three segments which have been marked take approximately the same period of time to pronounce, even though each segment consists of a different number of syllables.

The b́oy	two syllables
bought the cár	three syllables
to go to the beách	five syllables

One of the things that happens in English to allow varying numbers of syllables to fit into the same span of time is that the vowels which form part of the syllables are shortened. Thus if we say 'to' as a single word, the o is fairly long and distinct in pronunciation. If we pronounce the o, however, in the segment of the sentence we have used for our example: 'to the beach', the sound is considerably shortened to something like the e in 'bother'.

Bikol example:

Nág / du / mán / ka / mí / sa / báy / báy / on /.

In the above sentence, the syllable segments which have been marked off take approximately the same period of time to pronounce, even though the stress does not fall on each syllable. Even though the syllable ka in the word kamí is unstressed, it takes the same amount of time to pronounce it as it does to pronounce the syllable mí which is stressed. As a result, vowel sounds in Bikol are never considerably shortened. Each vowel is pronounced the same no matter where it is located in a word.

The tendency is for an English speaker pronouncing kamí to shorten the vowel in the unstressed syllable and to pronounce the /a/ as he would pronounce the o in the previous example 'to the beach'. This is very noticeably wrong, and the learner of Bikol must be careful to pronounce each syllable for approximately the same length of time and not to shorten the vowel sounds. To start, he will therefore need to over-pronounce the Bikol.

PRONUNCIATION DRILLS

DRILL ONE

The Vowels

CONTENT i, a, o~u

bi	ibí	íbi	ib
ba	abá	ába	ab
bo	ubó	úbo	ob
mi	imí	ími	im
ma	amá	áma	am
mo	umó	úmo	om
wi	iwí	íwi	i
wa	awá	áwa	a
wo	uwó	úwo	o
si	isí	ísi	is
sa	asá	ása	as
so	usó	úso	os
yi	iyí	íyi	i
ya	ayá	áya	a
yo	uyó	úyo	o
gi	igí	ígi	ig
ga	agá	ága	ag
go	ugó	úgo	og
hi	ihí	íhi	i
ha	ahá	áha	a
ho	uhó	úho	o

DRILL TWO

CONTENT e, o

be	ebé	ébe	eb
bo	obó	óbo	ob

PRONUNCIATION DRILLS

me	emé	éme	em
mo	omó	ómo	om
we	ewé	éwe	e
wo	owó	ówo	o
se	esé	ése	e
so	osó	óso	o
ye	eyé	éye	e
yo	oyó	óyo	o
ge	egé	ége	eg
go	ogó	ógo	og
he	ehé	éhe	e
ho	ohó	óho	o

DRILL THREE

The Diphthongs

CONTENT ay, aw, oy, iw

bay	may	way	say
baw	maw	waw	saw
boy	moy	woy	soy
biw	miw	wiw	siw
yay	gay	hay	ay
yaw	gaw	haw	aw
yoy	goy	hoy	oy
yiw	giw	hiw	iw

DRILL FOUR

The Consonants

CONTENT Sounds Made with the Teeth: d, n

di	idí	ídi	did	id
ni	iní	íni	nin	in
da	adá	áda	dad	ad
na	aná	ána	nan	an

BIKOL TEXT

do	udó	údo dúno	dod	od
no	unó	úno núdo	don	on
day		daw	doy	
nay		naw	noy	

DRILL FIVE

CONTENT Unaspirated Voiceless Stops: p, t, k

pi	ití	ípi	pip	ip
ti	ikí	íti	tit	it
ki	apá	íki	kik	ik
pa	apá	ápa	pap	ap
ta	atá	áta	tat	at
ka	aká	áka	kak	ak
po	upó	úpo púto	pop	op
to	utó	úto túko	tok	ot
ko	okó	óko kúpo	kok	ok
pay		paw	poy	
tay		taw	toy	
kay		kaw	koy	

DRILL SIX

CONTENT Unaspirated Voiceless Stops and Voiced Stops: p, t, k, and b, d, g

pi	ipí	ípi	pib	ip
bi	ibí	íbi	bip	ib
ti	ití	íti	tid	it
di	idí	ídi	dit	id
ki	ikí	íki	kig	ik
gi	igí	ígi	gik	ig
pa	apá	ápa	pab	ap
ba	abá	ába	bap	ab
ta	atá	áta	tad	at

PRONUNCIATION DRILLS

da	adá	áda	dat	ad
ka	aká	áka	kag	ak
ga	agă	ăga	gak	ag
po	upó	úpo púbo	pob	op
bo	ubó	úbo búpo	bop	ob
to	utó	úto túdo	tod	ot
do	udó	údo dúto	dot	od
pay		tay	kay	
bay		day	gay	
paw		taw	kaw	
baw		daw	gaw	
poy		toy	koy	
boy		doy	goy	

DRILL SEVEN

CONTENT Sounds Made with the Back of the Tongue Against
the Back of the Throat: k, g, ng

ki	gi	ngi
ka	ga	nga
ko	go	ngo
ikí	igí	ingí
aká	agá	angá
ukó	ugó	ungó
íki	ígi	íngi
áka	ága	ánga
úko	úgo	úngo
kik	gig	nging
kak	gag	ngang
kok	gog	ngong
ik	ig	ing
ak	ag	ang
ok	og	ong

BIKOL TEXT

kay	gay	ngay
kaw	gaw	ngaw
koy	goy	ngoy
ákay	ágay	ángay
íkaw	ígaw	íngaw
úkoy	úgoy	úngoy
ikáy	igáy	ingáy
ukáw	ugáw	ungáw
akóy	agóy	angóy
úkay	úgay	úngay
ákaw	ágaw	ángaw
íkoy	ígoy	íngoy

DRILL EIGHT

CONTENT The Glottal Stop (')

i'í	i'	í'i		
a'á	a'	á'a		
u'ó	o'	ú'o		
bi'	si'	hi'	pi'	ki'
ma'	ya'	da'	ta'	ga'
wo'	go'	no'	ko'	ngo'
isá'	ísa'	abá'	ído'	áki'
ayó'	áyo'	imá'	apo'	ánga'
ugí'	úgi'	unó'	úto'	ígí'
bi'áy	ni'á	pi'ád	tu'óm	
ha'áw	nu'ó	pu'ák	ka'ón	
mu'óy	sa'á	bu'ít	pi'íng	
wí'ay	gá'a	tí'ak	pú'ob	
sá'aw	ká'a	dá'ag	bú'ap	
gá'oy	ngá'a	nú'ing	mí'am	
diná'	tunú'o	katú'od		
biní'i	tiná'i	bapá'ob		
ginú'o	tanú'a	didí'ag		

PRONUNCIATION DRILLS

patu'á	niku'ód
taku'á	upu'áng
kapu'á	aku'ás

DRILL NINE

CONTENT The Nasals: m, n, ng

ma na nga	mi ni ngi	mo no ngo
ámi áni ángi	ímo íno íngo	úma úna únga
bamí saní gangí	bimó sinó gingó	bumá suna gungá
bimáb dinád gingág	bamób danód gangóg	bumíb duníd gungíg
pamába tanáda kangága	pimíba tinída kingíga	pumúbo tunúdo kungúgo

DRILL TEN

CONTENT l, r

li la lo	lí alá uló	íli lil ála lal úlo lol	il al ol
lay law loy			
ri ra ro	irí' ará' uró	íri ára úro	

BIKOL TEXT

ray
raw
roy

lip
lib
lim

lit
lid
lin

lik
lig
ling

rap
rab
ram

rat
rad
ran

tak
rag
rang

pulí
bulí
mulí

túli
dúli
núli

kulí
gulí
ngulí

íli'
íri'

ilí'i
irí'i

ili'í
iri'í

úlo'
úro'

ulú'o
urú'o

ulu'ó
uru'ó

ulú'o'
urú'o'

láro'
rálo'

laró'
raló'

larú'o
ralú'o

laru'ó'
ralu'ó'

DRILL ELEVEN

CONTENT ny, ly

nya
lya

anyá
alyá

ánya
álya

nyi
lyi

anyí
alyí

ínyo
ílyo

nyo
lyo

unyá
ulyá

únyi
úlyi

banyo
balyo

bínya
bílya

bunyí
bulyí

danyo
dalyo

dínya
dílya

dunyí
dunýi

PRONUNCIATION DRILLS

ganyo galyo	gánya gálya	gunyí galyí
galyésa' galyésa	galyósa' galyósa	galyísa' galyísa
danyóso' danyóso	danyósa' danyósa	danyósi' danyósi

DRILL TWELVE

CONTENT The Glottal Stop (') Followed by a Consonant

bá'do bí'do bú'do	ba'dó bi'dó bu'dó	
ba'mó pí'mo	da'nó tí'no	ga'ngó kí'ngo
bí'da pi'dá	dí'da ti'dá	gí'da ki'dá
su'mó' su'mó	sa'má' sa'má	si'mí' si'mí
su'nó' su'nó	sa'ná' sa'ná	si'ní' si'ní
su'ngó' su'ngó	sa'ngá' sa'ngá	si'gní' si'gní

DRILL THIRTEEN

CONTENT Stress Pairs

pápa, papá	báta batá	dú'ot du'ót	lábot labót
pára pará	báya' bayá'	áling alíng	háypop hayóp
píto pitó	búlos bulós	sálog salóg	ína' iná'

BIKOL TEXT

púla	púro	sápa'	bága
pulá	puró	sapá'	bagá
		súrot	
		surót	

DRILL FOURTEEN

CONTENT 1: (Further Drill)

INITIAL	MEDIAL	FINAL
lá'ad	táli'	leál
	tuláy	bagól
labá	dulág	pukól
lána	paltá	tangkál
labót	píla	gatól
la'ág	bála	gudól
lúma	húli'	pugól
lúto'	halagá	kúlkúl
lúmlúm	bulóg	
likáy	hilíng	
limás	bálo	
	salák	

DRILL FIFTEEN

CONTENT r: (Further Drill)

INITIAL	MEDIAL	FINAL
rimá	sirá'	labár
risá	sirám	pasiár
rírong	paríl	imbitár
ribay	paról	basár
ribo	ára'	aparadór
ribók	arak	pundár
rikás	áram	restár
rigmát	túrog	resolbér
rikdág	tará	
	taróm	

DRILL SIXTEEN

CONTENT Initial ng: (Further Drill)

PRONUNCIATION DRILLS

ngábil
ngalás
ngáni

ngáran
ngídam
ngípon

ngísi
ngunyan
ngúrot

DRILL SEVENTEEN

CONTENT Glottal Stop (') Followed by a Consonant: (Further Drill)

hi'bóg
sa'bít
sa'dán
si'lák
si'póng
si'ríp
sulót
su'nád
su'páy
su'yád
ha'bón

ma'wót
mú'na
na'góm
bu'nág
bu'ní
pa'kít
pa'lít
ha'nós
pa'rát
bá'go
ha'bón

sa'ngát
hagu'nók
du'ngáw
ta'náw
dari'nás
ta'píl
ga'nót
ga'dát
la'bás
la'gók
la'tók

RECOGNITION TESTS

TEST 1

CONTENT p/b

INITIAL	MEDIAL	REPEATED SYLLABLES Initial & Final
pantáy bantáy	ampón ambón	páypáy báybáy
pasár basár	sípa' síba'	púkpúk búkbúk
patál batál	ipá ibá	púspús búsbús
patí batí	tápi' tábi'	pútpút bútbút
patók batók	sipót sibót	pulpóg bulbóg
bayó payó	lípot líbot	
pugón bugón	sumpóng sumbóng	
púta búta	sapód sabód	
pasá' basá'		
bána' pána'		
pásta básta		

RECOGNITION TESTS

TEST 2

CONTENT t/d

INITIAL	MEDIAL	FINAL
takóp dakóp	utó' udó'	sa'ót sa'ód
tálaw dálaw	gútol gúdol	burát burád
túsay dúsay	kuátro kuádro	REPEATED SYLLABLES Initial & Medial
tusók dusók	baráto barádo	
túros dúros	lítong lídong	tágtág dágdág
túron dúron	pantáy pandáy	túltúl dúldúl
tuláy duláy	paltá paldá	túgtúg dúgdúg
tulág dulág	báti' bádi'	tultog duldog
túgang dúgang	báto' bádo'	REPEATED SYLLABLES Medial & Final
tukó' dukó'	tínta tínda	
tará dará	puntó pundó	gútgút gúdgúd
tagá' dagá'	púnta púnda	kútkút kúdkúd

BIKOL TEXT

antál
andál

TEST 3

CONTENT k/g

INITIAL

MEDIAL

kamót
gamót

dukó'
tukó'

kantá
kandá

tuká'
tugá'

káyo
gáyo

dukáy
tugáy

báka
bága

takás
tagás

katók
gatók

ikít
igít

bakó'
bagó'

buká
bugá

katól
gatól

halaká
halagá

bangká'
baggá'

sungkó'
sunggó'

bakás
bagás

páki
pági

sakáng
sagáng

tangkál
tanggál

púkoy
púgoy

taká
tagá

dákit
dágít

súko'
súgo'

FINAL

REPEATED SYLLABLES Initial & Medial

salák
salág

kámkám
gámgám

kúskús
gúsgús

bayák
bayág

káskás
gásgás

kútkút
gútgút

bulók
bulóg

kúdkúd
gúdgúd

kúlkúl
gúlgúl

kú'kú'
gú'gú'

RECOGNITION TESTS

TEST 4

CONTENT '/ø

MEDIAL

FINAL

basóg ba'sóg	tagá tagá'	síko síko'	bangkó bangkó'
dágom da'góm	páha páha'	píla píla'	atí atí'
tábang ta'bang	pára pára'	puró puró'	sála sála'
lámaw la'máw	baréta baréta'	mamá mamá'	sawá sawá'
súngay, su'ngáy	banggá banggá'	máyo máyo'	súka súka'
	sisí, sisí'	mundó mundó'	báka báka'

TEST 5

CONTENT '/t & '/d; '/k & '/g Final Position

'/t	'/d	'/k	'/g
dukó' dukót	sangrá' sangrád	lapá' lapák	bungó' bungóg
áki' ákit	sunó' sunód	ará' arák	suló' sulóg
súka' súkat	hubá' hubád	hugá' hugák	bahá' bahág
húli' húlit	babá' babád	súgo' súgok	
bunó' bunót		bayá' bayák	

BIKOL TEXT

burá'
burát

sú'sú'
súksúk

TEST 6

CONTENT '/ng; nng/ng; n/ng Medially

'/ng

nng/ng

n/ng

da'óg
dangóg

tánga
tángga

hangót
hanót

mánga
mángga

sungó
sunggó

bangá'
banggá'

bungó'
bunggó'

sangót
sanggót

Part II LESSONS

UNIT ONE

The Past Tense: Regular Verb Series

Lessons 1-17	Verbs Taking <u>-on</u> in the Infinitive
Lessons 18-20	Verbs Taking <u>i-</u> in the Infinitive
Lessons 21-24	Verbs Taking <u>-an</u> in the Infinitive
Lessons 25-28	Verbs Taking <u>mag-</u> in the Infinitive

LESSON ONE

Verbs Taking -on in the Infinitive

GIVEN CONTENT

-
1. si class phrase with names: marker si
 2. si class question pronoun: sí'isay 'who/whom'
 3. Question intonation
 4. Question: tá'no ta 'why'
 5. Answer: iyó 'yes'
 6. Answer: da'i 'no'
 7. Connector: ta 'because'
-

NEW CONTENT

-
1. Past tense of verbs taking -on in the infinitive:
-in-
 2. ni class pronouns
 3. saká 'and'
 4. Verb base: apód
Infinitive/command: apodón 'to call'
Past tense: inapód
-

PRESENTATION

-
1. Sí'isay iyán?
Si José.
-
- Who's that?
Jose.
-

BIKOL TEXT

2. Inapód mo si José?

Iyó, inapód ko siyá.

Tá'no ta inapód mo siyá?

Inapód ko siyá ta maháli' na kamí.

Did you call Jose?

Yes, I called him.

Why did you call him?

I called him because we're leaving.

3. Inapód mo si Cárlos?

Da'í. Da'í ko siyá inapód.

Sí'isay an inapód mo?

Máyo'.

Did you call Carlos?

No. No I didn't call him.

Whom did you call?

No one.

Substitute for the underlined pronouns in the above presentations the following:

a.	niyá?	he/she?
	niyá	he/she.

b.	nindó?	you (pl)?
	mi.	we

c.	nindá?	they?
	nindá.	they.

4. Inapód mo si José saká si Cárlos?

LESSON ONE

Iyó, inapódko sindá.

Tá'no ta inapód mo sindá?

Inapód ko sindá ta maháli' na kamí.

Did you call Jose and Carlos?

Yes, I called them.

Why did you call them?

I called them because we're leaving.

5. Inapód mo si Rómy saka si Tóny?

Da'í. Da'í ko sindá inapód.

Sí'isay an inapód mo?

Máyo'.

Did you call Romy and Tony?

No. No I didn't call them.

Whom did you call?

No one.

NOTES

1. The expression Mahali' na kami means 'We're leaving' or 'We are about to leave'. It is used commonly in situations where in English we would usually say 'Goodbye'.

DRILLS

1. Q. Inapod mo si Jose?

A. Iyo. Inapod ko siya.

Q. mo

niya

A. ko

niya

BIKOL TEXT

		nindo		mi
		ninda		ninda
2.	Q.	Ta'no ta inapod <u>mo</u> siya?		
	A.	Inapod <u>ko</u> . siya ta mahali' na kami.		
	Q.	mo	A.	ko
		niya		niya
		nindo		nindo
		ninda		ninda
3.	Q.	Inapod mo si Carlos?		
	A.	<u>Da'i</u> . Da'i ko siya inapod.		
		<u>Iyo</u> . Inapod ko siya.		
	A.	da'i		
		iyo		
		da'i		
		da'i		
		iyo		
		da'i		
		da'i		
		iyo		
4.	Q.	Si'isay an inapod <u>mo</u> ?		
	A.	Mayo'.		
	Q.	mo		
		niya		
		nindo		
		ninda		

LESSON ONE

5.	Q.	Si'isay an inapod mo?	
	A.	<u>Mayo'</u> .	
	A.	mayo'	
		si Romy	
		siya	
6.	Q.	Inapod mo si Jose saka si <u>Carlos</u> ?	
	A.	Iyo. Inapod ko sinda.	
	Q.	Jose, Carlos	
		Marilyn, Daisy	
7.	Q.	Inapod <u>mo</u> si Jose saka si Carlos?	
		Inapod <u>ma</u> si Romy?	
	A.	Iyo. Inapod <u>ko</u> sinda.	
		Iyo. Inapod <u>ko</u> siya.	
	Q.	mo	A. ko
		niya	niya
		nindo	nindo
		ninda	ninda
8.	Q.	Si'isay an inapod mo?	
	A.	<u>Mayo'</u> .	
	A.	mayo'	
		si Romy	
		siya	
		si Romy saka si Tony	
		sinda	

BIKOL TEXT

<hr/>		
9.	Q.	Si'isay iyan?
	A.	<u>Si Mr. Reyes.</u>
	A.	si Mr. Reyes
		si fely
		si Miss Santos
<hr/>		

LESSON TWO

NEW CONTENT

1. si class pronouns
2. ni class question pronoun: ní'isay 'who/by whom'
3. ni class phrase with name: marker ni

PRESENTATION

1. Inapód ka ni Rómy?

Iyo, inapód niyá akó.

Tá'no ta inapód ka niyá?

Inapód niyá akó ta madumán na kamí.

Did Romy call you?

Yes, he called me.

Why did he call you?

He called me because we're about to go.

2. Inapód ka ni Tóny?

Da'i. Da'í niya akó' inapod.

Inapód ka ní'isay?

Mayo'.

Did Tony call you?

No. No he didn't call me.

Who were you called by?

No one.

BIKOL TEXT

Substitute for the underlined pronouns in the above presentations the following:

a.	siyá?	he/she?
	siyá.	he/she.
b.	kamó?	you (pl)?
	kamí.	we.
c.	sindá?	they?
	sindá.	they.

NOTES

1. The expression Madumán na kamí means 'We are going' or 'We are about to go'. It is used commonly, as is the expression Maháli' na kamí, to mean 'Goodbye'.

DRILLS

1.	Q.	Inapod <u>ka</u> ni Romy?		
	A.	Iyo. Inapod niya <u>ako</u> .		
	Q.	ka	A.	ako
		siya		siya
		kamo		kami
		sinda		sinda
2.	Q.	Ta'no ta inapod <u>ka</u> niya?		
	A.	Inapod niya <u>ako</u> ta mahali' na kami.		
	Q.	ka	A.	ako
		siya		siya
		kamo		kami

LESSON TWO

	sinda		sinda
3.	Q.	Inapod ka ni Tony?	
	A.	<u>Da'i</u> . Da'i niya ako inapod.	
		<u>Iyo</u> . Inapod niya ako.	
	A.	da'i	
		iyo	
		da'i	
		da'i	
		iyo	
		da'i	
		da'i	
		iyo	
4.	Q.	Inapod ka ni'isay?	
	A.	<u>Mayo'</u> .	
	A.	mayo'	
		ni Romy	
		niya	
		ni Tony saka ni Romy	
		ninda	
5.	Q.	Mahali' na <u>kamo</u> ?	
		Mahali' ka <u>na</u> ?	
	A.	Iyo. Mahali' na <u>kami</u> .	
		Iyo. Mahali' na <u>ako</u> .	
	Q.	kamo	A. kami
		ka	ako

BIKOL TEXT

si Jose	siya
si Romy saka si Tony	sinda

LESSON THREE

NEW CONTENT

1. si class inclusive pronoun: kitá
2. ni class inclusive pronoun: ta
3. ni and si class combined pronoun form: taká 'I-you'

PRESENTATION

1. Inapód ta si Márilyn?
Iyó, inapód ta siyá.
Tá'no?
Maháli' na kitá.

Did we call Marilyn?
Yes, we called her.
Why?
We're leaving.

2. Inapód ta si Daisy?
Da'í. Da'í ta siyá inapód.
Sí'isay an inapód ta?
Máyo'.

Did we call Daisy?
No. No we didn't call her.
Whom did we call?
No one.

3. Inapód kitá ni Cárlos?

Iyó, inapód niyá kitá.

Tá'no ta inapód niyá kitá?

Inapód niyá kitá ta maháli' na kitá.

Did Carlos call us?

Yes, he called us.

Why did he call us?

He called us because we're about to leave.

4. Inapód kitá ní'isay?

Ni José.

We were called by whom?

Jose.

5. Inapód mo akó?

Iyó, inapód taká.

Tá'no?

Inapód taká ta maháli' na kitá.

Did you call me?

Yes, I called you.

Why?

I called you because we're leaving.

LESSON THREE

NOTES

We now have three homophonous forms of ta. The first is part of the question word ta'no ta 'why'; the second is the connector ta 'because'; the third we have in this lesson, ta meaning inclusive 'we' being of the ni class.

DRILLS

1.	Q.	Inapod ta si Marilyn?	
	A.	Iyo. Inapod ta siya.	
	Q.	si Marilyn	A. siya
		si Marilyn saka si Daisy	sinda
		siya	siya
		sinda	sinda
2.	Q.	Inapod ta si Marilyn?	
	A.	Iyo. Inapod ta siya.	
	Q.	ta	A. ta
		nindo	mi
		mo	ko
3.	Q.	Ta'no ta inapod ta siya?	
	A.	Inapod ta siya ta mahali' na kita.	
	Q.	ta	A. ta
		nindo	mi
		mo	ko
4.	Q.	Si'isay an inapod ta?	
	A.	Inapod ta si Daisy.	
	Q.	ta	A. ta

BIKOL TEXT

nindo	mi
mo	ko
niya	niya
ninda	ninda

5. Q. Inapod kita ni Romy?

A. Iyo. Inapod niya kita.

Da'i. Da'i niya kita inapod.

A. iyo

da'i

da'i

iyo

iyo

da'i

da'i

iyo

6. Q. Mahali' na kita?

A. Iyo. Mahali' na kita.

Q. kita

A. kita

kamo

kami

ka

ako

si Cathy

siya

si Cathy saka si Jean

sinda

7. Q. Inapod mo ako?

Inapod mo siya?

A. Iyo. Inapod taka.

LESSON THREE

Iyo. Inapod <u>ko siya</u> .			
	Q.	mo ako	A. taka
		mo siya	ko siya
		mo sinda	ko sinda
		mo si Jose	ko siya
		mo si Tony saka si Romy	ko sinda
8.	Q.	Inapod <u>mo ako</u> ?	
		Inapod <u>niya ako</u> ?	
	A.	Iyo. Inapod <u>taka</u> .	
		Iyo. Inapod <u>ka niya</u> .	
	Q.	mo ako	A. taka
		niya ako	ka niya
		ninda ako	ka ninda
		ako ni Marilyn	ka niya
		ako ni Marilyn saka ni Daisy	ka ninda
9.	Q.	Inapod <u>niya ako</u> ?	
		Inapod <u>niya kamo</u> ?	
	A.	Iyo. Inapod <u>ka niya</u> .	
		Iyo. Inapod <u>niya kami</u> .	
	Q.	niya ako	A. ka niya
		niya kamo	niya kami
		niya kita	niya kita

LESSON FOUR

NEW CONTENT

1. ki class phrases with names: marker ki
2. ki class pronouns
3. Verb base: apód
Infinitive/command: magapód 'to call'
Past tense: nagapód

PRESENTATION

1. Sí'isay an nagapód ki José?

Si Bóyet an nagapód saíya.

Who called Jose?

Boyet called him.

2. Sí'isay an nagapód saímo?

Si Célso an nagapód sakúya'.

Tá'no ta nagapód siyá?

Nagapód siyá ta madumán na siyá.

Who called you?

Celso called me.

Why did he call?

He called because he's about to leave.

3. Nagapód siyá saímo?

LESSON FOUR

Iyó./Da'í.

Did he call you?

Yes./No.

Substitute for the underlined pronouns in the above presentations the following:

- | | | |
|----|----------|------------|
| a. | saíya? | him/her? |
| | saíya. | him/her. |
| b. | saindó? | you (pl)? |
| | samúya'. | us. |
| c. | saindá? | them? |
| | saindá. | them. |
| d. | satúya'? | us (incl)? |
| | satúya'. | us (incl). |

DRILLS

1.	Q.	Si'isay an nagapod <u>ki Jose</u> ?			
	A.	Si Celso an nagapod <u>saiya</u> .			
	Q.	ki Jose	A.	saiya	
		ki Tony		saiya	
		ki Tony saka ki Romy		sainda	
2.	Q.	Si'isay an nagapod <u>saimo</u> ?			
	A.	Si Celso an nagapod <u>sakuya'</u> .			
	Q.	saimo	A.	sakuya'	
		saiya		saiya	
		saindo		samuya'	
		sainda		sainda	

BIKOL TEXT

		satuya'		satuya'
3.	Q.	Nagapod siya <u>saimo</u> ?		
	A.	Iyo. Nagapod siya <u>sakuya</u> '.		
	Q.	saimo	A.	sakuya'
		saindo		samuya'
		satuya'		satuya'
4.	Q.	Nagapod ka <u>saiya</u> ?		
	A.	Iyo. Nagapod ako <u>saiya</u> .		
	Q.	saiya	A.	saiya
		sainda		sainda
		samuya'		saindo
		sakuya'		saimo
5.		Nagapod <u>siya</u> ta maduman na <u>siya</u> .		
		siya		
		sinda		
		kami		
6.	Q.	Maduman na <u>kamo</u> ?		
		Maduman <u>ka</u> na?		
	A.	Iyo. Maduman na <u>kami</u> ?		
		Iyo. Maduman na <u>ako</u> ?		
	Q.	kamo	A.	kami
		ka		ako
		siya		siya
		sinda		sinda

LESSON FOUR

	kita	kita
7.	Q.	Nagapod siya saimo?
	A.	<u>Iyo.</u> Nagapod siya sakuya'.
		<u>Da'i.</u> Da'i siya nagapod sakuya'.
	A.	iyο
		da'i
		da'i
		iyο
		iyο
		da'i
		da'i
		da'i

LESSON FIVE

NEW CONTENT

1. ni class phrase with general nouns: marker kan (specific)
2. Connector kon 'if'
3. Verb base: hapót
Infinitive/command: hapotón, maghapót 'to ask'
Past tense: hinapót, naghapót

PRESENTATION

1. Hinapót mo siyá kon maháli' na siyá?
Iyó. Hinapót ko siyá.

Did you ask her if she's leaving?
Yes. I asked her.
2. Hinapót siyá kan máestro kon maháli' na siyá?
Da'í. Da'í siyá hinapót kan máestro.

Did the teacher ask her if she's leaving?
No. The teacher didn't ask her.
3. Sí'isay an naghapót saímo kon maháli' ka na?
Máestro an naghapát sakúya'.

Who asked you if you're leaving?

LESSON FIVE

A teacher asked me.

DRILLS

1. Hinapot mo siya kon mahali' na siya?

siya, siya

sinda, sinda

si Romy, siya

si Romy saka si Tony, sinda

2. Q. Hinapot mo ako kon mahali' na ako?

A. Iyo. Hinapot taka.

Q. mo ako, ako

A. taka

mo kami, kami

ko kamo

mo siya, siya

ko siya

mo sinda, sinda

ko sinda

3. Hinapot mo siya kon mahali' na siya?

mahali' na siya

maduman na siya

inapod ka niya

inapod niya ako

ta'no ta inapod ka niya

si'isay an inapod niya

si'isay an nagapod saiya

4. Hinapot siya kan maestro kon mahali' na siya?

kan maestro

ni Romy

BIKOL TEXT

		kan babáyi ‘girl’
		kan laláki ‘boy’
		kan áki’ ‘child’
		niya
		ninda
5.	Q.	Si’isay an naghapot saimo kon mahali’ ka na?
	A.	<u>Maestro</u> an naghapot sakuya.
	A.	maestro
		lalaki
		aki’
		siya
		si Carlos
		sinda
6.	Q.	Si’isay an hinapot mo kon mahali’ na ako?
	A.	<u>Maestro</u> an hinapot ko.
	A.	maestro
		si Marilyn
		lalaki
		siya
		aki’
		sinda

LESSON SIX

NEW CONTENT

1.	pig- alternate past tense form for <u>-in-</u>	
2.	Verb base:	
	<u>apód</u>	<u>hapót</u>
	Infinitive/command:	
	<u>apodón</u>	<u>hapotón</u>
	Regular past:	
	<u>inapód</u>	<u>hinapót</u>
	Alternate past:	
	<u>pigapód</u>	<u>pighapót</u>

PRESENTATION

1.	Pigapód mo si José?
	Iyo', pigapód ko siyá.
	Did you call Jose?
	Yes, I called him.
2.	Pighapót siyá kan máestro kon maháli' na siyá? Da'í'.
	Did the teacher ask her if she's leaving? No.

DRILLS

1.	Q.	Pigapod <u>mo</u> si Jose?
	A.	Iyo. Pigapod <u>ko</u> siya.

BIKOL TEXT

	Q.	mo		A.	ko
		niya			niya
		nindo			mi
		ninda			ninda
2.		Pighapot mo <u>si Jose</u> kon mahali' na <u>siya</u> ?			
		si Jose, siya			
		siya, siya			
		si Tony saka si Romy, sinda			
		sinda, sinda			
3.	S.	Pigapod <u>ko</u> si Carlos.			
	Q.	Ta'no ta pigapod <u>mo</u> <u>siya</u> ?			
	S.	ko si Carlos		Q.	mo siya
		ko si Daisy saka Si Marilyn			mo sinda
		taka			mo ako
		niya ako			ka niya
		ako ni Tony			ka niya
		ako ni Romy saka ni Tony			ka ninda
4.	Q.	Pigapod ka ni'isay?			
	A.	<u>Mayo'</u> .			
	A.	mayo'			
		ni Jose			
		niya			
		kan maestro			
		ni Daisy saka ni Marilyn			
		ninda			

LESSON SIX

kan lalaki

kan aki'

5. Pighapot mo siya kon mahali' na siya?

mahali' na siya

maduman na siya

pigapod ka niya

pigapod niya ako

si'isay an inapod niya

ta'no ta inapod ka niya

LESSON SEVEN

NEW CONTENT

-
1. si class demonstrative pronoun: iyán 'that'
 2. si class phrase with general nouns: marker an (general)
 3. Locative (loc) class phrase with names: marker ki
 4. Locative (loc) question pronoun: ki'isay 'from/to whom'
 5. Demonstrative pronoun iyán 'that' used as a post-posed modifier
 6. Linker -ng in modification structures
 7. Verb base: sublí'
Infinitive/command: subli'ón 'to borrow'
Past tense: sinublí'
-

PRESENTATION

-
1. Anó iyán?

Libró.

What's that?

A book.

-
2. Sinublí' mo an libróng iyán?

Iyó, sinublí' ko iyán.

Tá'no ta sinublí' mo iyán?

Sinublí' ko iyán ta maádal na akó.

Did you borrow that book?

Yes, I borrowed it.

LESSON SEVEN

Why did you borrow it?

I borrowed it because I'm going to study.

3. Sinublí' mo an libróng iyán ki Cárlos?

Iyó, sinublí' ko iyán ki Cárlos.

Did you borrow that book from Carlos?

Yes, I borrowed it from Carlos.

4. Sinublí' mo an libróng iyán?

Iyó, sinublí' ko.

Kí'isay mo iyán sinublí'?

Ki Cárlos.

Did you borrow that book?

Yes, I borrowed [it].

From whom did you borrow it?

From Carlos.

DRILLS

1. Q. Sinubli' mo an librong iyan?

A. Iyo. Sinubli' ko iyan.

Q. libro

bola 'ball'

relo 'watch'

basa 'glass'

silya 'chair'

BIKOL TEXT

2.	S.	Sinubli' <u>ko</u> an librong iyan.		
	Q.	Ta'no ta sinubli' <u>mo</u> iyan?		
	S.	ko	Q.	mo
		niya		niya
		mi		nindo
		ninda		ninda
		ta		ta
3.	Q.	Sinubli' mo an librong iyan?		
	A.	<u>Iyo</u> . Sinubli' ko iyan.		
		<u>Da'i</u> . Da'i ko iyan sinubli'.		
	A.	iyo		
		da'i		
		da'i		
		iyo		
		da'i		
		iyo		
		da'i		
		da'i		
4.	Q.	Ki'isay mo sinubli' an <u>librong</u> iyan?		
	A.	Sinubli' ko iyan ki Jose.		
	Q.	libro		
		bola		
		relo		
		baso		
		silya		

LESSON SEVEN

5.	Q.	Ano iyan.
	A.	<u>Libro.</u>
	A.	libro
		bola
		relo
		baso
		silya
6.	Q.	Ki'isay mo iyan sinubli'?
	A.	<u>Ki Jose.</u>
	A.	Ki Jose
		Ki Daisy
		Ki Tony

LESSON EIGHT

NEW CONTENT

-
- | | |
|----|--|
| 1. | <u>ki</u> class demonstrative pronoun: kaiyán 'that' |
| 2. | Locative (loc) class pronouns |
| 3. | Question word: <u>áno</u> 'what' |
| 4. | Titles: Mr., Mrs., and Miss |
| 5. | <u>iká</u> : 'you' emphatic form |
| 6. | <u>inda</u> : expression 'I don't know' or 'who knows' |
| 7. | Verb base: <u>sublí</u>
Infinitive/command: magsublí 'to borrow'
Past tense: <u>nagsublí</u> |
-

PRESENTATION A:

-
- | | |
|----|--|
| 1. | Sí'isay an nagsublí' kan libróng iyán? |
|----|--|
-

Si Mr. Reyes.

Tá'no ta nagsublí' siyá kaiyán?

Índa.

Who borrowed that book?

Mr. Reyes.

Why did he borrow it?

Who knows.

Substitute for the underlined word in the above presentation the following:

- | | | |
|----|------|------|
| a. | Mrs. | Mrs. |
| b. | Miss | Miss |

LESSON EIGHT

2. Sísay an nagsublí' kaiyán saímo?

Iká an nagsublí' kaiyán samúya'.

Who borrowed that from you?

You borrowed it from me.

Substitute for the underlined words in the above presentation the following:

- | | | |
|----|----------|--------------------|
| a. | saíya? | to/from him/her? |
| | saíya. | to/from him/her. |
| b. | saindó? | to/from you (pl)? |
| | samúya'. | to/from us. |
| c. | saindá? | to/from them? |
| | saindá. | to/from them. |
| d. | satúya'? | to/from us (incl)? |
| | satúya'. | to/from us (incl). |

3. Nagsublí' siyá kaiyán saímo?

Iyó./Da'i.

Did she borrow that from you?

Yes./No.

4. Áno an sinublí'?

An libro.

What was borrowed?

A book.

5. Áno an sinublí' saímo?

BIKOL TEXT

An libróng iyan.

What was borrowed from you?

That book.

DRILLS

1. Q. Si'isay an nagsubli' kan librong iyan?

A. Si Mr. Reyes an nagsubli' kaiyan.

Q. libro

bola

relo

baso

silya

2. Q. Ta'no ta nagsubli' siya kan librong iyan?

A. Inda.

Q. kan librong iyan

kaiyan

kan bolang iyan

kan basong iyan

kan relong iyan

kan silyang iyan

kaiyan

3. Si'isay an nagsubli' kaiyan saimo?

saimo

saiya

saindo

LESSON EIGHT

sainda

satuya'

4. Q. Si'isay an nagsubli' kaiyan saimo?

A. Ika.

A.

ika

siya

si Mr. Reyes

si Mrs. Palma

si Miss Britanico saka si Miss Santos

sinda

maestro

lalaki

5. Q. Nagsubli' siya kan librong iyan saimo?

A. Iyo. Nagsubli' siya kaiyan sakuya'.

Da'i. Da'i siya nagsubli' kaiyan sakuya'

A.

iyo

da'i

da'i

iyo

da'i

da'i

iyo

da'i

da'i

BIKOL TEXT

6.	Q.	Ano an sinubli'?	
	A.	An <u>libro</u> .	
	A.	libro	
		bola	
		relo	
		silya	
7.	Q.	Ano an sinubli' <u>saimo</u> ?	
	A.	Libro an sinubli' <u>sakuya</u> '.	
	Q.	saimo	A. sakuya'
		saiya	saiya
		saindo	samuya'
		sainda	sainda
		satuya'	satuya'
8.	Q.	Si'isay iyan?	
	A.	<u>Si Mr. Reyes</u> .	
	A.	si Mr. Reyes	
		maestro	
		si Miss Santos	
		babayi	
		ako	

LESSON NINE

NEW CONTENT

1. si class demonstrative pronoun: iní 'this'
2. Locative (loc) class phrase with general nouns: marker sa
3. Question word: pirá 'how many'
4. Linker na in modification structures
5. lang meaning 'only' or 'just'
6. Bikol numbers from 1-5
7. Demonstrative pronoun iní 'this' used as a post-posed modifier
8. Verb base: órder
Infinitive/command: orderón 'to order'
Past tense: inórder

PRESENTATION

1. Inórder mo an ice cream na iní?

Iyó, inórder ko iyán.

Pirá an inórder mo?

Saró' lang.

Did you order this ice cream?

Yes, I ordered it.

How many did you order?

Just one.

Substitute for the underlined word in the above presentation the following:

BIKOL TEXT

- | | | |
|----|------|-------|
| a. | duwá | two |
| b. | tuló | three |
| c. | apát | four |
| d. | limá | five |

2. Inórder mo an ice cream na iní?

Iyó, inórder ko iyán.

Kí'isay mo iní inórder.

Saíya.

Did you order this ice cream?

Yes, I ordered it.

Whom did you order it from?

Him.

3. Inórder mo an ice cream na iní?

Iyó, inórder ko iyán.

Kí'isay mo iní inórder?

Sa laláking iyán.

Did you order this ice cream?

Yes, I ordered it.

Whom did you order it from?

That man.

DRILLS

1. Q. Inorder mo an ice cream na ini?

A. Iyo. Inorder ko iyan.

Q. ice cream

lápís 'pencil'

LESSON NINE

		magasín 'magazine'
		papél 'paper'
		tinápáy 'bread'
2.		Inorder mo an <u>ice cream na</u> ini?
		ice cream na
		lapis na
		librong
		magasin na
		bolang
		relong
		papel na
		basong
		silyang
		tinapay na
3.	Q.	Pira an inorder mo?
	A.	<u>Saro'</u> lang.
	A.	saro'
		duwa
		tulo
		apat
		lima
4.	Q.	Pira an inorder mo?
	A.	<u>Saro' lang.</u>
	A.	saro' lang
		duwa

BIKOL TEXT

		tulo
		tulo lang
		duwa lang
		apat
		lima
		lima lang
5.	Q.	Ki'isay mo inorder an <u>ice cream na</u> ini?
	A.	Inorder ko iyan saiya.
	Q.	ice cream na
		lapis na
		magasin na
		librong
		bolang
		relong
		papel na
		basong
		silyang
		tinapay na
6.	Q.	Ki'isay mo iyan inorder?
	A.	<u>Saiya.</u>
	A.	saiya
		ki Totoy
		sa lalaking iyan
		ki Mrs. Santos
		sainda
		sa babaying iyan

LESSON NINE

ki Mr. Reyes

LESSON TEN

NEW CONTENT

1. ki class demonstrative pronoun: kainí 'this'
2. Verb base: órder
Infinitive/command: magórder 'to order'
Past tense: nagórder

PRESENTATION

1. Sí'isay an nagórder kan ice cream na iní?

Si Émma an nagórder kaiyán.

Pirá an inórder niyá?

Saró' lang.

Who ordered this ice cream?

Emma ordered that.

How many did she order?

Just one.

2. Nagórder siyá kainí?

Iyó./Da'í.

Did she order this?

Yes./No.

DRILLS

1. Q. Sí'isay an nagorder kan ice cream na ini?
A. Si Mr. Reyes an nagorder kaiyan.

LESSON TEN

	Q.	ice cream na	
		lapis na	
		librong	
		magasin na	
		bolang	
		relong	
		papel na	
		basong	
		silyang	
		tinapay na	
2.	Q.	Si'isay an nagorder kaiyan <u>saimo</u> ?	
	A.	Siya an nagorder kaiyan <u>sakuya'</u> .	
	Q.	saimo	A. sakuya'
		saiya	saiya
		saindo	samuya'
		sainda	sainda
		satuya'	satuya'
3.	Q.	Nagorder siya kaini?	
	A.	<u>Iyo.</u> Nagorder siya kaiyan.	
		<u>Da'i.</u> Da'i siya nagorder kaiyan.	
	A.	iyo	
		da'i	
		da'i	
		iyo	
		da'i	
		da'i	

BIKOL TEXT

iyo

da'i

da'i

4. Q. Ano ini?

A. Ice cream.

A. ice cream

lapis

libro

magasin

5. Q. Si'isay ini?

A. Si Mr. Reyes.

A. si Mr. Reyes

si Totoy

maestro

ako

6. Q. Ano iyan?

A. Bola.

A. bola

relo

papel

baso

silya

tinapay

7. Q. Si'isay iyan?

LESSON TEN

A. Si Miss Britanico.

A. si Miss Britanico

ako

si Tony

babayi

maestro

LESSON ELEVEN

NEW CONTENT

1. Connector na 'that'
2. Áno an ngáran niyá?: 'What is his name?'
3. Áno an apelyído ni Totoy?: 'What is Totoy's last name?'
4. Verb base: sábi
Infinitive/command: sabíhon, magsábi 'to say'
Past tense: sinábi, nagsábi

PRESENTATION A:

1. Sinábi mo na makakán na kitá?

Iyó, sinábi ko iyan.

Did you say that we're going to eat now?

Yes, I said that.

2. Áno an sinábi mo?

Sinábi ko na makakán na kitá.

What did you say?

I said that we're about to eat.

3. Sí'isay an nagsábi na makakán na kitá?

Si Peachy an nagsábi kaiyan.

Who said that we're about to eat?

Peachy said it.

LESSON ELEVEN

4. Áno an sinábi mo ki Mágno?

Sinábi ko saíya na makakán na kitá.

What did you say to Magno?

I said that we're about to eat.

PRESENTATION B:

5. Áno an ngáran niyá?

Si Tótoy an ngáran niyá.

Ano an apelyido ni Totoy?

An apelyido niya si Buena.

What's his name?

His name is Totoy.

What's Totoy's last name?

His last name is Buena.

DRILLS

1. Q. Sinabi mo iyan?

A. Iyo. Sinabi ko iyan.

Da'i. Da'i ko iyan sinabi.

A. iyo

da'i

iyó

da'i

da'i

da'i

BIKOL TEXT

	iyó	
	da'i	
	da'i	
	iyó	
2.	Q.	Ano an sinabi <u>mo</u> ?
	A.	Sinabi <u>ko</u> na makakan' na kita.
	Q.	mo
	A.	ko
		niya
		ni Mr. Reyes
		kan babaying iyan
		kan aki' na iyan
		nindo
		mi
3.	Q.	Ano an sinabi mo?
	A.	Sinabi ko na <u>makakan na kita</u> .
	A.	makakan na kita
		maduman na kita
		mahali' na sinda
		maadal na ako
		pigapod ka ni Mr. Reyes
		si Daisy an nagsubli' kan librong iyan
		inorder ko an ice cream na ini
4.	Q.	Si'isay an nagsabi na makakan na kita?
	A.	<u>Si Emma</u> an nagsabi kaiyan.
	A.	si Emma
		siya

LESSON ELEVEN

	maestro	
	babayi	
	si Mrs. Palma	
5.	Q.	Si'isay an nagsabi na <u>makakan na kita</u> ?
	A.	Si Peachy an nagsabi kaiyan.
	Q.	makakan na kita
		maduman na kita
		mahali' na kita
		maadal na ako
		pigapod ka ni Mr. Reyes
		si Emma an nagsubli' kan librong iyan
		inorder ko an ice cream na ini
6.	Q.	Ano an sinabi <u>mo</u> ki Magno?
	A.	Sinabi <u>ko</u> saiya na makakan na kita.
	Q.	mo
	A.	ko
		ni Mr. Reyes
		niya
		kan aki' na iyan
		niya
		niya
		nindo
		mi
		ta
		ta
7.		Ano an sinabi mo <u>ki Magno</u> ?
		ki Magno
		saiya
		sakuya'
		sa lalaking iyan

BIKOL TEXT

	ki Miss Santos	
	ki Mrs. Palma	
	sainda	
	samuya'	
	ki Mr. Reyes	
8.	Q. Ano an ngaran <u>niya</u> ?	
	A. Si Totoy an ngaran <u>niya</u> .	
	Q. niya	A. niya
	mo	ko
	kan lalaking iyan	niya
	kan babaying iyan	niya
	kan aki' na iyan	niya
	ninda	si Daisy saka si Marilyn
9.	Q. Ano an apelyido <u>ni Totoy</u> ?	
	A. An apelyido <u>niya</u> si Buena.	
	Q. ni Totoy	A. niya
	niya	niya
	ni Daisy saka ni Marilyn	
	kan maestrong iyan	niya
	kan aki' na iyan	niya
	mo	ko
	nindo	mi

LESSON TWELVE

NEW CONTENT

1. pig- alternate past tense form for -in-: review

2. Verb base:

sublí'

órder

sábi

Infinitive/command:

sublí'ón

orderón

sabíhon

Past tense:

pigsublí'

pigórder

pigsábi

PRESENTATION

1. Pigsublí' mo an libróng iyán?

Iyó, pigsublí' ko.

Did you borrow that pencil?

Yes, I borrowed (it).

2. Pigórder mo an ice cream na iní?

Iyó, pigórder ko iyán.

BIKOL TEXT

Did you order this ice cream?

Yes, I ordered it.

3. Pigsábi mo iyán?

Iyó, pigsábi ko iyán.

Did you say that?

Yes, I said that.

DRILLS

1. Q. Pigsubli' mo an libro?

A. Iyo. Pigsubli' ko an libro.

libro

lapis

relo

magasin

silya

baso

2. S. Pigsubli' ko an libro.

Q. Ta'no ta pigsubli' mo an libro?

S. ko

Q. mo

niya

niya

mi

nindo

ninda

ninda

ta

ta

3. Q. Pira an pigsubli' mo?

LESSON TWELVE

A. Saro' lang.

A. saro' lang

duwa

tulo lang

apat

lima

lima lang

4. Pigorder mo an ice cream na ini?

ice cream na ini

lapis na ini

librong iyan

papel na ini

relong ini

librong ini

lapis na iyan

5. Q. Ki'isay mo pigorder an ice cream na ini?

A. Pigorder ko iyan ki Totoy.

A. ki Totoy

saiya

sa babaying iyan

ki Mrs. Palma

sainda

sa lalaking iyan

ki Mr. Reyes

6. Q. Pigorder mo ini?

BIKOL TEXT

A.	Iyo. Pigorder ko iyan.		
	Da'i. Da'i ko iyan pigorder.		
A.	iyo		
	da'i		
	da'i		
	iyo		
	da'i		
	da'i		
	iyo		
	da'i		
	da'i		
7.	Q.	Ano an pigsabi mo <u>ki Magno</u> ?	
	A.	Pigsabi ko <u>saiya</u> na makakan na kita.	
	Q.	ki Magno	A. saiya
		saiya	saiya
		sakuya'	saimo
		sa lalaking iyan	saiya
		ki Miss Santos	saiya
		ki Mr. Buena saka Mrs. Santos	sainda
		sainda	sainda
		samuya'	saindo
8.	Q.	Ano an pigsabi mo?	
	A.	Pigsabi ko na <u>makakan na kita</u> .	
	A.	makakan na kita	
		maduman na kita	
		mahali' na sinda	

LESSON TWELVE

	maadal na ako
	pigapod ka ni Mr. Reyes
	si Peachy an nagsubli' kan librong iyan
	pigorder ko an ice cream na ini
	pighapot ako ni Romy kon makakan na kita
9.	Pighapot ko siya kon <u>mahali' na siya</u> .
	mahali' na siya
	sinubli' niya an libro
	pigorder niya an ice cream na ini
	ta'no ta sinabi' niya iyan
	pira an pigorder niya
	ki'isay niya pigsubli' an librong iyan
	si'isay an nagapod sakuya'
	si'isay an nagsubli' kan librong iyan
	ta'no ta nagorder siya kaini
	ta'no ta nagsabi siya kaiyan

LESSON THIRTEEN

NEW CONTENT

1. si class demonstrative pronoun: itó 'that' (further than iyán)
2. si class phrase with general nouns: marker si (specific)
3. Locative question: sa'ín 'where'
4. Answer: bakó 'no' for equational sentences
5. Modification structures: preposed
6. Bikoll numbers from 6-10
7. Demonstrative pronoun itó 'that' used as a post-posed modifier
8. Verb base: bakál
Infinitive/command: bakalón 'to buy'
Past tense: binakál

PRESENTATION

1. Binakál mo si serbésa?
Iyó, binakál ko itó.
Piráng bóte an binakál mo?
Anóm.

Did you buy the beer?
Yes, I bought it.
How many bottles did you buy?
Six.
2. Anóm na bóte an binakál mo?

LESSON THIRTEEN

Iyó./Bakó’.

Did you buy six bottles?

Yes./No.

Substitute for the underlined words in the above presentation the following:

- | | | |
|----|----------|-------|
| a. | pitó | seven |
| b. | waló | eight |
| c. | siyám | nine |
| d. | sampúlo’ | ten |
-

3. Binakál mo si serbésa?

Iyó, binakál ko itó.

Sa’ín mo itó binakál?

Sa sa’ód.

Did you buy the beer?

Yes, I bought it.

Where did you buy it?

At the market.

DRILLS

1. Q. Binakal mo si serbesa?

A. Iyo. Binakal ko ito.

Q. serbesa

ice cream

libro

magasin

bola

BIKOL TEXT

		tinapay	
2.	Q.	Binakal mo <u>si serbesa</u> ?	
	A.	Iyo. Binakal ko <u>ito</u> .	
	Q.	si serbesa	A. ito
		an ice cream na ini	iyang
		an librong iyang	iyang
		an bolang ini	iyang
		si baso	ito
		si silya	ito
		an tinapay na iyang	iyang
		an magasin na ini	iyang
3.	Q.	Pirang bote an binakal mo?	
	A.	<u>Anom</u> .	
	A.	anom	
		pito	
		walo	
		siyam	
		sampulo'	
4.	Q.	Pirang bote an binakal mo?	
	A.	<u>Anom lang</u> .	
	A.	anom lang	
		pito	
		walo	
		walo lang	
		siyam	

LESSON THIRTEEN

		sampulo'	
		sampulo' lang	
5.	Q.	<u>Anom na</u> bote an binakal mo?	
	A.	Iyo. <u>Anom an</u> binakal ko.	
	Q.	anom na	A. anom
		pitong	pito
		walong	walo
		siyam na	siyam
		sampulong	sampulo'
6.	Q.	<u>Anom na</u> bote an binakal mo?	
	A.	Bako' <u>pito</u> .	
	Q.	anom na	A. pito
		pitong	walo
		walong	siyam
		siyam na	sampulo'
		sampulong	saro' lang
		sarong	duwa
		duwang	tulo
		tulong	apat
		apat na	lima
		limang	anom
7.	Q.	<u>Pirang bote</u> an <u>binakal</u> mo?	
	A.	Anom.	
	Q.	pirang bote, binakal	
		pira, binakal	

BIKOL TEXT

		pirang lapis, sinubli'
		pira, pigsubli'
		pira, pigorder
		pirang ice cream, pigorder
		pira, hinapot
		pirang babayi, hinapot
		pirang aki', pigapod
		pira, inapod
8.	Q.	Sa'in mo binakal si <u>serbesa</u> ?
	A.	Sa sa'od.
	Q.	serbesa
		ice cream
		libro
		magasin
		tinapay
9.	Q.	Sa'in mo binakal si libro?
	A.	<u>Sa sa'od</u> .
	A.	sa sa'od
		sa lalaking iyan
		saiya
		ki Mr. Reyes
		ki Mr. saka Mrs. Santos
		sainda
		sa babaying iyan

LESSON FOURTEEN

NEW CONTENT

-
1. ki class phrase with general nouns: marker nin (general)
 2. ki class demonstrative pronoun: kaitó 'that' (farther than kaiyán)
 3. Verb base: bakál
Infinitive/command: magbakál 'to buy'
Past tense: nagbakál
-

PRESENTATION

-
1. Sí'isay an nagbakál nin serbésa?
-

Si Boy.

Piráng bóte an binakál niyá?

Anóm.

Who bought beer?

Boy.

How many bottles did he buy?

Six.

-
2. Sa'ín siya nagbakál kaitó?
-

Sa sa'od.

Where did he buy them?

At the market.

DRILLS

1. Q. Si'isay an nagbakal nin serbesa?

A. Si Boy an nagbakal kaito.

Q. serbesa

bola

tinapay

ice cream

magasin

2. Si'isay an nagbakal nin serbesa?

bakal, serbesa

subli', lapis

order, ice cream

bakal, bola

subli', papel

order, tinapay

3. Q. Si'isay an nagsabi na nagbakal ako nin serbesa?

A. Si Magno.

Q. bakal, serbesa

subli', lapis

order, ice cream

bakal, bola

subli', papel

order, tinapay

4. Q. Si'isay an naghapot saimo kon pirang serbesa an binakal ko?

LESSON FOURTEEN

A. Si Celso.			
Q. pirang serbesa an binakal ko			
siyam na serbesa an binakal ko			
si'isay an nagbakal nin serbesa			
si'isay an nagorder kaito			
si'isay an nagorder nin ice cream			
si Boy an nagsubli' nin lapis			
5. Q. Si'isay an nagbakal <u>nin serbesa</u> ?			
A. Si Boy an nagbakal <u>kaito</u> .			
Q. nin serbesa		A. kaito	
nin lapis		kaito	
kan ice cream na ini		kaiyan	
kaini		kaiyan	
kan librong iyan		kaiyan	
nin baso		kaito	
kan bolang ini		kaiyan	
kaiyan		kaiyan	

LESSON FIFTEEN

NEW CONTENT

-
1. Question word: arín 'which'
 2. Past time question word: káso-arín 'when'
 3. Past time expressions: parts of the day
 4. Postposed possessive phrase: the pronouns
 5. The adjective phrase as part of a noun phrase
 6. The adjective phrase as part of a preposed modifying phrase
 7. Adjectives:

<u>sadít</u>	'small'
<u>dakúla'</u>	'large'

Verb base:

ku'á

Infinitive/command:

ku'ánon (an exception), magku'á 'to get'

Past tense:

<u>kinu'á</u>	<u>nagku'á</u>
---------------	----------------

PRESENTATION

-
1. Kinu'á mo si lápis ko?

Iyó, kinu'á ko itó.

Did you take my pencil?

Yes, I took it.

LESSON FIFTEEN

Substitute for the underlined word in the above presentation the following:

- a. niyá his/hers
- b. nindá their
- c. mi our

2. Kinu'á niyá si lápis mo?

Iyó, kinu'á niya itó.

Did he take your pencil?

Yes, he took it.

Substitute for the underlined word in the above presentation the following:

- a. nindó your (pl)
- b. ta our (incl)

3. Kinu'á mo si lápis ko?

Iyó, kinu'á ko itó.

Káso-arín mo itó kinu'á?

Káso-bá'go.

Did you take my pencil?

Yes, I took it.

When did you get it?

A little while ago.

Substitute for the underlined phrase in the above presentation the following:

- a. káso-udmá' yesterday

BIKOL TEXT

b. káso-banggi	last night
c. káso-hápon	yesterday afternoon
d. káso-bá'gong ága	earlier this morning
e. káso-udmáng ága	yesterday morning

4.	Sí'isay an nagku'á kan lápis ko?
	Si Bábby.
	Tá'no ta kinu'á niyá itó?
	Índa.
	Who took my pencil?
	Baby.
	Why did she take it?
	I don't know.
5.	Arín an kinu'á niyá?
	An <u>dakúla'</u> .
	Which did she take?
	The big one.

Substitute for the underlined word in the above presentation the following:

a.	sadít	small
6.	Áno an kinu'á niyá?	
	An dakúlang lápis.	
	What did he take?	
	A large pencil.	

LESSON FIFTEEN

DRILLS

1.	Q.	Kinu'a mo si lapis <u>ko</u> ?	
	A.	Iyo. Kinu'a ko ito.	
	Q.	ko	
		niya	
		nindo	
		mi	
2.	Q.	Kinu'a niya si lapis <u>mo</u> ?	
	A.	Iyo. Kinu'a niya ito.	
	Q.	mo	
		nindo	
		ta	
3.	Q.	Kinu'a <u>mo</u> si lapis ko?	
	A.	Iyo. Kinu'a <u>ko</u> ito.	
	Q.	mo	A. ko
		niya	niya
		nindo	mi
		ninda	ninda
4.	Q.	Kinu'a mo si lapis ko?	
	A.	<u>Iyo</u> . Kinu'a ko ito.	
		<u>Da'i</u> . Da'i ko ito kinu'a.	
	A.	iyo	
		da'i	
		da'i	
		iyo	

BIKOL TEXT

		da'i
		da'i
		iyo
		iyo
		da'i
		da'i
5.	Q.	Kaso-arin mo <u>kinu'a si lapis ko</u> ?
	A.	Kaso-ba'go.
	Q.	kinu'a si lapis ko
		binakal si serbesa
		binakal an librong ini
		pigsubli' an lapis na iyan
		pigorder an tinapay na ini
		sinabi iyan
		pighapot si Mr. Reyes
		inapod si maestro mo
6.	Q.	Kasu-arin mo kinu'a si lapis ko?
	A.	<u>Kaso-ba'go</u> .
	A.	kaso-ba'go
		kaso-udma'
		kaso-banggi
		kaso-hapon
		kaso-ba'gong aga
		kaso-udmang aga
7.	Q.	<u>Kaso-ba'go</u> mo kinu'a si lapis ko?

LESSON FIFTEEN

	A.	<u>Iyo.</u>	
	Q.	kaso-ba'go	A. iyo
		kaso-udma'	iyo
		kaso-banggi	da'i
		kaso-hapon	da'i
		kaso-ba'gong aga	iyo
		kaso-udmang aga	da'i
8.	Q.	Si'isay an nagku'a kan lapis <u>ko</u> ?	
	A.	Si Boy.	
	Q.	ko	
		mo	
		niya	
		mi	
		nindo	
		ninda	
		ta	
9.	Q.	Arin an <u>kinu'a</u> niya?	
	A.	An dakula'.	
	Q.	kinu'a	
		binakal	
		pigsubli'	
		pigorder	
10.	Q.	Arin an kinu'a niya?	
	A.	An <u>dakula</u> '.	
	A.	dakula'	

BIKOL TEXT

sadit
dakulang lapis
sadit na tinapay
sadit na bola
dakulang magasin

LESSON SIXTEEN

NEW CONTENT

1. Answer: bakó 'no' negative for equational sentences with actor
2. Tag question: anó 'isn't it?'
3. na time expression meaning 'already'
4. da'í pa 'not yet'
5. o 'or'
6. The basic colors
7. Verb base:

kakán

gámit

pundó

Infinitive/command:

kakanón

magkakán

'to eat'

gamitón

maggámit

'to use'

pundohón

magpundó

'to stop'

Past tense:

kinakán

nagkakán

ginámit

naggámit

pinundó

nagpundó

PRESENTATION A:

1. Kinakán mo si batág?

Iyó, kinakán ko itó.

BIKOL TEXT

Did you eat the banana?

Yes, I ate it.

2. Kinakán mo na si batág?

Da'í pa.

Have you already eaten the banana?

Not yet.

3. Nagkakán ka na?

Iyó, nagkakán na akó.

Have you eaten yet?

Yes, I've eaten.

4. Nagkakán ka na?

Da'í pa.

Have you eaten yet?

Not yet.

PRESENTATION B:

5. Ginámit mo iní, anó?

Iyó, ginámit ko iyán.

You used this, didn't you?

Yes, I used it.

LESSON SIXTEEN

6. Arín an ginámit mo, si pulá o si bérde?

Ginámit ko si pulá.

Which did you use, the red one or the green one?

I used the red one.

Substitute for the underlined words in the above presentation the following:

- | | | |
|----|--------------------------------------|------------------------|
| a. | itóm, <u>bérde</u>
<u>bérde</u> | black, green
green |
| b. | <u>putí'</u> , itóm
itóm | white, black
black |
| c. | yéllow, <u>putí'</u>
<u>putí'</u> | yellow, white
white |
| d. | <u>pulá</u> , yéllow
yéllow | red, yellow
yellow |

7. Sí'isay an naggámit kainí?

Si Báby.

Who used this?

Baby.

8. Si Boy an naggámit kainí?

Bakó'.

Did Boy use this?

No.

9. Si Boy an nagpundó kan motór?

BIKOL TEXT

Iyó.

Did Boy stop the motor?

Yes.

DRILLS

1. Q. Kinakan mo na si batag?

A. Iyo. Kinakan ko na ito.

Q. batag

ice cream

candy

biskwit 'cookie'

popcorn

badúya 'fried bananas'

kamóte 'sweet potato'

2. Q. Kinakan mo na si batag?

Iyo. Kinakan ko na ito.

Q. kinakan, batag

A. kinakan

kinu'a, lapis

kinu'a

binakal, serbesa

binakal

pigorder, ice cream

pigorder

pigsubli', libro

pigsubli'

hinapot, Lee

hinapot

pigapod, Totoy

pigapod

3. Q. Nagkakan ka na?

A. Iyo. Nagkakan na ako.

LESSON SIXTEEN

Da'i pa.

A. iyo

da'i pa

da'i pa

iyo

iyo

da'i pa

da'i pa

iyo

da'i pa

da'i pa

4. Q. Ginamit mo ini, ano?

A. Iyo. Ginamit ko inyan.

Q. ini

A. iyan

si lapis ko

ito

si librong iyan

inyan

si magasin niya

ito

inyan

inyan

si baso

ito

si silya na ini

inyan

5. Q. Ginamit mo si lapis ko, ano?

A. Iyo. Ginamit ko ito.

Q. ginamit, lapis

kinakan, ice cream

kinu'a, magasin

binakal, relo

BIKOL TEXT

		pigsubli', papel	
		pigapod, tugang 'brother'	
		pigorder, ice cream	
6.	Q.	Arin an ginamit mo, si <u>pula</u> o si <u>berde</u> ?	
	A.	Si <u>pula</u> .	
	Q.	pula, berde	A. pula
		berde, itom	berde
		itom, puti'	itom
		puti', yellow	puti'
		yellow, pula	yellow
7.	Q.	Si'isay an <u>nagpundo kan motor</u> , si Boy o si Totoy?	
	A.	Si Boy.	
	Q.	nagpundo kan motor	
		naggamit kaini	
		nagkakan nin batag	
		nagku'a kan lapis ko	
		nagbakal nin ice cream	
		nagsubli' kan libro niya	
		nagsabi na makakan na kita	
		nagorder nin serbesa	
		naghapot kon mahali' na ako	
		nagapod sakuya'	
8.	Q.	Si Totoy an <u>nagpundo kan motor</u> ?	
	A.	Bako'.	
	Q.	nagpundo kan motor	

LESSON SIXTEEN

naggamit kaini
nagkakan nin batag
nagku'a kan lapis ko
nagbakal nin ice cream
nagsubli' kan libro niya
nagsabi na makakan na kita
nagorder nin serbesa
naghapot kon mahali' na ako
nagapod sakuya'

9. Q. Anom na bote an binakal mo?

A. Bako'.

Q. anom na bote
lapis
si pula
si pulang lapis
si dakula'
si sadit na bola
magasin
an librong ini

10. Q. Si Boy an pigapod mo?

A. Bako'

Q. si Boy
maestro
an tugang niya
lalaki
si Mr. Reyes

BIKOL TEXT

si aki' ko

an babaying iyan

LESSON SEVENTEEN

NEW CONTENT

1. pig- alternate past tense form for -in-: review

2. Verb base:

bakál

ku'a

kakán

gámit

pundó

Infinitive/command:

bakalón

ku'ánon

kakanón

gamíton

pundohón

Past tense:

pigbakál

pigku'a

pigkakán

piggámit

pigpundó

PRESENTATION

1. Pigbakál mo si serbésa?

Iyó, pigbakál ko itó.

BIKOL TEXT

Did you buy the beer?

Yes, I bought it.

2. Pigku'á mo si lápis ko?

Iyó, pigku'á ko itó.

Did you take my pencil?

Yes, I took it.

3. Pigkakán mo na si batág?

Iyó, pigkakán ko na itó.

Have you already eaten the banana?

Yes, I've already eaten it.

4. Piggámit mo iní, anó?

Iyó, piggámit ko iyán.

You used this, didn't you?

Yes, I used it.

5. Piggundó mo si motór?

Iyó, piggundó ko itó.

Did you stop the motor?

Yes, I stopped it.

LESSON SEVENTEEN

DRILLS

1. Q. Pig**bakal** mo si **serbesa**?

A. Iyo. Pig**bakal** ko ito.

Q. bakal, serbesa

pundo, motor

gamit, pula

kakan, batag

ku'a, magasin

hapot, aki'

apod, maestro

subli', ball pen

order, pop corn

2. Q. Pirang **batag** an pig**ku'a** mo?

A. **Saro' lang**.

Q. batag, ku'a

A. saro' lang

batag, bakal

anom

batag, kakan

duwa

motor, pundo

tulo lang

lapis, gamit

pito

aki', apod

apat

bote, order

sampulo' lang

maestro, hapot

lima

papel, ku'a

walo

libro, gamit

siyam lang

3. Q. Sa'in mo pig**bakal** si libro?

A. **Sa sa'od**.

BIKOL TEXT

	Q.	bakal	A.	sa sa'od
		ku'a		ki Mr. Reyes
		gamit		sa eskuelahan 'school'
		subli'		sa lalaking iyan
		order		ki Daisy
4.	Q.	Pigku'a mo si <u>lapis</u> ko?		
	A.	<u>Iyo</u> . Pigku'a ko.		
		<u>Da'i</u> . Da'i ko pigku'a.		
	Q.	ku'a, lapis ko	A.	iyo
		ku'a, lapis ko		da'i
		pundo, bisikleta niya		iyo
		gamit, bola ninda		da'i
		bakal, relo niya		da'i
		subli', papel mi		iyo
5.	Q.	Kaso-arin pigku'a niya si <u>lapis</u> mo?		
	A.	<u>Kaso-ba'go</u> .		
	Q.	ku'a, si lapis mo	A.	kaso-ba'go
		bakal, an librong iyan		kaso-udma'
		gamit, si bola		kaso-banggi
		kakan, si batag		kaso-hapon
		subli', si bisikleta ta		kaso-ba'gong aga
		pundo, an motor na ini		kaso-udmang aga
		sabi, iyan		kaso-ba'go

LESSON SEVENTEEN

6. Q. Arin an piggamit niya?

A. An dakula'.

Q. gamit

A. an dakula'

kakan

an sadit na batag

pundo

si dakulang motor

gamit

si lapis na itom

bakal

an berde

subli'

si pulang bola

order

si puti'

7. Q. Anom na bote an pigbakal mo?

A. Bako'.

Q. anom na bote, bakal

ini, bakal

an motor na ini, pundo

si tugang niya, apod

an babaying iyan, hapot

si dakula', ku'a

si lapis na puti', gamit

LESSON EIGHTEEN

Verbs Taking i- in the Infinitive

NEW CONTENT

1.	Past tense of verbs taking <u>i-</u> in the infinitive: <u>i + -in-</u>	
2.	<u>na</u> 'yet', 'already'	
3.	<u>iyó na</u> 'yes (already)'	
4.	Postposed possessive phrase: with names	
5.	Verb base:	
	<u>ta'ó</u>	
	<u>ulí'</u>	
	Infinitive/command:	
	<u>ita'ó</u>	<u>magta'ó</u> 'to give'
	<u>iulí'</u>	<u>magulí'</u> 'to return'
	Past tense:	
	<u>itina'ó</u>	<u>nagta'ó</u>
	<u>iinulí'</u>	<u>nagulí'</u>

PRESENTATION

1.	Áno an itina'ó mo saíya?
	Papél.
	Tá'no ta itina'ó mo ito saíya?
	Itina'ó ko itó saíya ta naghágad siyá.
	What did you give him?
	Paper.
	Why did you give it to him?

LESSON EIGHTEEN

I gave it to him because he asked [for it].

2. Kí'isay mo itina'ó si papél?

Ki Bénjie.

Whom did you give the paper to?

Benjie.

3. Sí'isay an nagta'ó kan papél saímo?

Si Níck.

Tá'no ta nagta'ó siyá kaiyán saímo?

Nagta'ó siyá kaiyán sakúya' ta naghágad ak

Who gave the paper to you?

Nick.

Why did he give it to you?

He gave it to me because I asked [for it].

4. Áno an itina'ó saímo?

Papél.

What was given to you?

Paper.

5. Itina'ó mo iyán saíya?

Da'í.

Tá'no?

Máyo' siyá káso-bá'go.

BIKOL TEXT

Did you give that to him?

No.

Why?

He wasn't there a while ago.

6. Iinulí' mo na si bóla ni Ángela?

Iyó na.

Did you return Angela's ball yet?

Yes.

7. Iinulí' mo na si bóla ni Jímmy?

Da'í pa.

Did you return Jimmy's ball yet?

Not yet.

NOTES

-
1. The expression, iyó na, is in direct answer to a question with na. It is more emphatic than just iyó.
 2. When two i's occur together due to prefixing, one is often not pronounced in informal conversation. For example, iinulí' is most often pronounced inulí'.
-

DRILLS

-
1. Q. Ano an itina'o mo saiya?
- A. Papel.
- A. papel
-

LESSON EIGHTEEN

		lapis	
		bola	
		ice cream	
		magasin	
		candy	
2.	Q.	Ki'isay mo itina'o si papel?	
	A.	<u>Ki Benjie.</u>	
	A.	ki Benjie	
		saiya	
		saimo	
		sa babaying iyan	
		ki Mr. Reyes	
		sainda	
		ki Miss Santos	
3.	Q.	Itina'o mo iyan <u>saiya</u> ?	
	A.	Da'i. Mayo' <u>siya</u> kaso-banggi.	
	Q.	saiya	A. siya
		ki Nick	siya
		ki Mr. Reyes	si Mr. Reyes
		sainda	sinda
		ki Mr. saka Mrs. Santos	sinda
		sa aki'	siya
		ki Miss Tobias	si Miss Tobias
4.	Q.	Iinuli' mo si bola <u>ni Vicky</u> ?	
	A.	Iyo. Iinuli' ko na ito.	

BIKOL TEXT

Q. ni Vicky

niya

ko

kan aki'

niya

ninda

ni Mr. Bueno

kan maestro

5. Q. linuli' mo na si bola?

A. Iyo na.

Da'i pa.

A. iyo

da'i

iyo

iyo

da'i

da'i

iyo

iyo

iyo

da'i

6. Q. Si'isay an nagta'o kan papel saimo?

A. Si Nick.

Q. ta'o

uli'

ku'a

LESSON EIGHTEEN

bakal
subli'

LESSON NINETEEN

NEW CONTENT

1. Locative class demonstrative pronoun: diyán 'there'
2. Time expressions: the day before yesterday, last week/month/year
3. Verb base:

hapót

bugták

Infinitive/command:

ihapót

maghapót

'to ask something'

ibugták

magbugták

'to put/place'

Past tense:

ihinapót

naghapót

ibinugták

nagbugták

PRESENTATION A:

1. Áno an ihinapót mo saíya?

Ihinapót ko saíya kon nagkakán na siyá.

What did you ask him?

I asked him if he had eaten yet.

PRESENTATION B:

2. Ibinugták mo an báso sa lamésa?

Iyó, ibinugták ko iyán diyán.

LESSON NINETEEN

Did you put that on the table?

Yes, I put it there.

3. Áno an ibinugták mo sa lamésa?

Báso an ibinugták ko diyán.

What did you put on the table?

I put a glass there./(A glass is what I put there.)

4. Ibinugták mo iyán sa lamésa?

Iyó, ibinugták ko iyán diyán.

Káso-arín mo iyán ibinugták?

Kan saróng aldáw.

Did you put that on the table?

Yes, I put it there.

When did you put it [there]?

The day before yesterday.

Substitute for the underlined word in the above presentation the following:

- | | | |
|----|--------|-------|
| a. | semána | week |
| b. | búlan | month |
| c. | ta' ón | year |

NOTES

-
1. If we ask the question 'Who was asked?' we use the verb base hapót with -on affixes.
-

BIKOL TEXT

Sí'isay an hinapót?

If we ask the question 'What was asked?' then we use the verb base hapót with the affix i-.

Áno an ihinapót?

DRILLS

1. Q. Ano an ihinapot mo saiya?

A. Ihinapot ko saiya kon nagkakan na siya.

A. nagkakan na siya

naghagad siya nin papel

naguli' siya nin bola

nagta'o siya nin lapis sakuya'

nagpundo siya kan motor na iyan

naggamit siya kan lapis ko

nagsubli' siya kan libro ko

2. Q. Sí'isay an hinapot mo?

A. Si Benjie.

A. si Benjie

siya

si maestro ko

si Mr. Reyes

sinda

3. Q. Ibinugtak mo si lapis ko sa lamesa?

A. Iyo. Ibinugtak ko iyan diyan.

Q. lamesa

sílya 'chair'

kótse 'car'

LESSON NINETEEN

kátre 'bed'

kuárto 'room'

komedór 'dining room'

kosína 'kitchen'

4. Q. Ano an ibinugtak mo sa lamesa?

A. Baso an ibinugtak ko diyan.

A. baso

lapis

magasin

bola

tinapay

ice cream

5. Q. Baso an ibinugtak mo diyan?

A. Bako'

Q. baso, ibinugtak

bola, kinu'a

batag, kinakan

bisikleta, pinundo

serbesa, binakal

si libro ko, ginamit

ice cream, order

si Terry, hinapot

si Fina, inapod

silya, sinubli'

6. Q. Kaso-arin mo ibinugtak an katre sa kuarto mo?

BIKOL TEXT

A.	Kan sarong <u>aldaw</u> .
A.	aldaw
	semana
	bulan
	ta'on

LESSON TWENTY

NEW CONTENT

1. ipig- alternate past tense form for: i- + -in-

2. Verb base:

ta'ó

ulí'

hapót

bugták

Infinitive/command:

ita'ó

iulí'

ihapót

ibugták

Past tense:

ipigta'ó

ipigulí'

ipighapót

ipigbugták

PRESENTATION

1. Áno an ipigta'ó mo saíya?

Papél.

What did you give him?

Paper.

BIKOL TEXT

2. Ipigulí' mo na si bóla ni Ángela?

Iyó na.

Did you return Angela's ball yet?

Yes.

3. Áno an ipighapót mo saíya?

Ipighapót ko saíya kon nagkakán na siyá.

What did you ask him?

I asked him if he had eaten yet.

4. Ipigbugták mo iyán sa lamésa?

Iyó, ipigbugták ko iyán diyán.

Did you put that on the table?

Yes, I put it there.

DRILLS

1. Q. Ano an ipigta'o mo saíya?

A. Papel.

Q. ta'o, saíya

bugtak, sa lamesa

uli', ki Angela

bugtak, diyan

ta'o, ki Mr. Reyes

uli', sa aki'

LESSON TWENTY

2. Q. Ano an ipighapot mo ki Angela?

A. Ipighapot ko saiya kon siya an nagbugtak kan lapis ko sa lamesa.

A. siya an nagbugtak kan lapis ko sa lamesa
si'isay an nagta'o kan papel saiya
si Boy an naguli' na kan bola
siya an naghagad nin papel ki Miss Santos
maestro an nagku'a kan lapis niya
si Totoy an nagpundo kan motor
siya an nagapod sakuya'
aki' an naggamit kan baso ko
si'isay an nagbakal nin serbesa

3. Q. Kaso-arin mo ipigbugtak si katre sa kuarto ko?

Kaso-arin mo pigku'a si lapis sa kuarto ko?

A. Kan sarong aldaw.

Q. bugtak si katre sa kuarto ko
ku'a si lapis sa kuarto ko
ta'o si papel saiya
kakan si batag
uli' si libro ki Totoy
pundo si bisikleta niya
gamit si bola ko
subli' si ball pen ki Angela

4. Q. Ipigbugtak mo si lapis ko sa lamesa?

A. Iyo. Ipigbugtak ko diyan.

Da'i. Da'i ko ipigbugtak diyan.

BIKOL TEXT

	A.	iyo
		da'i
		iyo
		iyo
		iyo
		da'i
		da'i
		iyo
		da'i
5.	Q.	Sinabi niya na ipigh bugtak niya si lapis <u>sa lamesa</u> ?
	A.	Da'i.
	Q.	bugtak, sa lamesa
		uli', ki Jose
		ta'o, sakuya'
		bugtak, diyan
		uli', sa aki'
		ta'o, ki Mr. Britanico

LESSON TWENTY-ONE

Verbs Taking -an in the Infinitive

NEW CONTENT

1. Past tense of verbs taking -an in the infinitive: -in- + -an
2. Connector -ng alternative form of na
3. Past time expressions: the days of the week
4. Suffixing -han instead of -an when the verb base ends in a vowel

5. Adjectives:

<u>gúlpi</u>	'many'
--------------	--------

<u>kadákcol</u>	'many'
-----------------	--------

<u>dikít</u>	'a few'
--------------	---------

6. Verb base:

<u>ibá</u>

<u>imbitár</u>

<u>tukdó'</u>

Infinitive/command:

<u>ibahán</u>	<u>magibá</u>	'to go with'
---------------	---------------	--------------

<u>imbitarán</u>	<u>magimbitár</u>	'to invite'
------------------	-------------------	-------------

<u>tukdo' án</u>	<u>magtukdó'</u>	'to teach someone'
------------------	------------------	--------------------

Past tense:

<u>inibahán</u>	<u>nagibá</u>
-----------------	---------------

<u>inimbitarán</u>	<u>nagimbitár</u>
--------------------	-------------------

<u>tinukdo'án</u>	<u>nagtukdó'</u>
-------------------	------------------

PRESENTATION A:

-
1. Inibahán mo si Auríng?
-
- Iyó, inibahán ko siyá.
-
- Káso-arín mo siyá inibahán?
-
- Kan Lúnes.
-
- Did you go with Auring?
-
- Yes, I went with her.
-
- When did you go with her?
-
- Monday.
-

Substitute for the underlined word in the above presentation the following days of the week:

- | | |
|--------------|-----------|
| a. Mártes | Tuesday |
| b. Miérkoles | Wednesday |
| c. Huébes | Thursday |
| d. Biérnes | Friday |
| e. Sábado | Saturday |
| f. Domínggo | Sunday |

PRESENTATION B:

-
2. Inimbitarán mo siyáng magkakán?
-
- Iyó, inimbitarán ko siyáng magkakán.
-
- Did you invite him to eat?
-
- Yes, I invited him to eat.
-
3. Sa'ín mo siyá inimbitarán?
-
- Sa síne.
-
- Where did you invite him to?
-

LESSON TWENTY-ONE

The movies.

4. Gúlpi an imbitarán mo?

Báko'. Díkít lang.

Did you invite a lot?

No. Just a few.

Substitute for the underlined word in the above presentation the following:

a. kadákol

many, a lot

5. Áno an tinudo'án mo?

Tinudo'án ko an second grade.

Sa'ín mo iyán tinukdo'án?

Sa Sta. Cruz Elementary School.

What did you teach?

I taught the second grade.

Where did you teach them?

In the Sta. Cruz Elementary School.

NOTES

-
1. In the sentence Inimbitarán mo siyáng magkakán we are again using the connector na that we used with the verb sinábi in Lesson Eleven. The na here, however, has become -ng because the preceding word ends in a vowel. (This same thing happens with the linkers). This change, however, does not always occur. If there were a longer pause between the two parts of the sentence, we would have:
-

Inimbitarán ko siyá na magkakán.

and not

Inimbitarán ko siyáng magkakán.

DRILLS

1. Q. Inibahan mo si Auring?

A. Iyo, inibahan ko siya.

Q. si Auring

A. siya

si Daisy saka si Auring

sinda

siya

siya

si aki'

siya

an babayi

siya

2. Q. Kaso-arin mo siya inibahan?

A. Kan Lunes.

A. Lunes

Martes

Mierkoles

Huebes

Biernes

Sabado

Dominggo

3. Q. Inimbitaran mo si Boy na magkakan?

A. Iyo. Inimbitaran ko siyang magkakan.

magkakan

magsíne 'to go to the movies'

magiba

magsímiba 'to go to church'

LESSON TWENTY-ONE

			magtukdo'	
4.	Q.	Ta'no ta nagkakan si Carlos?		
	A.	Inimbitaran ko siyang magkakan.		
		kakan		
		sine		
		iba		
		simba		
		tukdo'		
5.	Q.	Inimbitaran mo si Carlos na magkakan?		
	A.	Iyo. Inimbitaran ko siyang magkakan.		
	Q.	mo si Carlos na	A.	ko siyang
		mo si Jose na		ko si Jose na
		mo akong		takang
		mo sindang		ko sindang
		ka niyang		niya akong
		niya kamong		niya kaming
		niya kitang		niya kitang
		nindo siyang		mi siyang
6.	Q.	Sa'in mo siya inimbitaran?		
	A.	Sa sine.		
	A.	sine		
		simbáhan 'church'		
		haróng 'house'		
		sa'od		
		eskuelahan		

BIKOL TEXT

		tindahan	
7.	Q.	Ano an tinukdu'an <u>mo</u> ?	
	A.	Tinukdu'an <u>ko</u> an second grade.	
	Q.	mo	A. ko
		niya	niya
		nindo	mi
		ninda	ninda
		ta	ta
8.	Q.	Si'isay an tinukdu'an mo?	
	A.	<u>Si Jose</u> .	
	A.	si Jose	
		siya	
		si Mr. saka Mrs. Palma	
		sinda	
9.	Q.	Sa'in mo siya tinukdu'an?	
	A.	Sa <u>Sta. Cruz Elementary</u> .	
	A.	Sta. Cruz Elementary	
		Peace Corps	
		Honolulu	
		New York	
		training center	
10.	Q.	Si'isay an nag <u>iba saimo</u> ?	
	A.	Si Totoy.	
	Q.	iba, saimo	

LESSON TWENTY-ONE

	iba, ki Mr. Gonzales
	iba, kan babayi
	imbitar, saiya
	imbitar, ki Mrs. Liwag
	imbitar, kan aki'
	tukdo', sainda
	tukdo', ki Romy
	tukdo', kan lalaking iyan

LESSON TWENTY-TWO

NEW CONTENT

1.	<u>bagá</u>		
2.	Verb base:		
	<u>sábi</u>		
	<u>ta'ó</u>		
	Infinitive/command:		
	<u>sabíhan</u>	<u>magsábi</u>	'to tell someone'
	<u>ta'wán</u> (exception)	<u>magta'ó</u>	'to give to someone'
	Past tense:		
	<u>sinabíhan</u>	<u>nagsábi</u>	
	<u>tina'wán</u>	<u>nagta'ó</u>	

PRESENTATION A:

1.	Sinabíhan mo na si Fély na nagpulí' sindá?
	Iyó bagá.
	Did you already tell Fely that they left?
	Sure.
2.	Sinabíhan ka bagá?
	Iyó.
	Were you really told?
	Yes.

LESSON TWENTY-TWO

3. Sí'isay bagá an nagsábi kaiyán?

Si Jim bagá.

Who in the world said that?

It was Jim.

PRESENTATION B:

4. Tina'wán mo siyá kaiyán?

Da'í.

Sí'isay an tina'wán mo kaiyán?

Si Rosalínda.

Did you give that to her?

No.

Whom did you give it to?

Rosalinda.

NOTES

-
1. To say 'what was said' we use the verb base sábi which takes the affix -on in the infinitive form: áno an sínabi.

To say 'what was given' we use the verb base ta'ó with the affix i-: áno an itina'ó.

If we want to say, however, 'who was told' or 'who was given (something)' then we use the same verb bases, but we use the affix -an:

Sí'isay an sinabíhan

Sí'isay an tina'wán.

DRILLS

1. Q. Sinabihan mo na si Fely na nagpuli' na sinda?

A. Iyo baga.

Q. nagpuli'

nagsimba

nagsine

nagkakan

naghapot

naghali'

nagadal

2. Q. Si'isay an sinabihan mo na nagiba ako?

A. Si Nick.

Q. iba

puli'

simba

sine

hapot

duman

kakan

hali'

adal

3. Q. Ano an sinabi niya saimo?

A. Sinabi niya sakuya' na inibahan mo siya.

A. inibahan mo siya

inimbitaran mo siyang magkakan

tinukdu'an mo siya nin mathematics

LESSON TWENTY-TWO

		tina'wan mo siya nin libro
		inibahan mo si Mr. Reyes sa party
		inimbitaran mo si Fely na magsine
		tinukdu'an mo an second grade nin English
		tina'wan mo si Boy nin papel
4.	Q.	Tina'wan mo siya <u>kaiyan</u> ?
	A.	Da'i.
	Q.	kaiyan
		nin papel
		nin lapis
		kaini
		kan bolang iyan
		kaito
		kan libro ko
5.	Q.	Si'isay an tina'wan mo nin papel?
	A.	<u>Si Daisy</u> .
	A.	si Daisy
		siya
		si maestro ko
		si Nick
		si lalaking iyan
6.	Q.	Ano an itina'o mo saiya?
	A.	<u>Papel</u> .
	A.	papel
		iyang

BIKOL TEXT

		ini
		lapis
		an bolang iyan
		ito
		an libro ko
7.	Q.	<u>Sinabihan ka?</u>
	A.	Iyo baga.
	Q.	sinabihan ka
		nagduman ka
		nagpuli' ka kaso-banggi
		inimbitaran mo ako
		tinukdo'an mo an second grade

LESSON TWENTY-THREE

NEW CONTENT

1.	The negative question: <u>Tá'no ta da'í</u> 'Why not'		
2.	<u>da'á</u> : reported speech		
3.	<u>mga</u> : noun plurals		
4.	<u>saná</u> 'just' or 'only'		
5.	Adjectives:		
	<u>malípot</u>	'cold'	
	<u>madúros</u>	'windy'	
	<u>maalpóg</u>	'dusty'	
	<u>maribók</u>	'noisy'	
	<u>maatí'</u>	'dirty'	
	<u>mapa'nós</u>	'smelly'	
6.	Verb base:		
	<u>será</u>		
	<u>húgas</u>		
	<u>korehír</u>		
	<u>limpiá</u>		
	Infinitive/command:		
	<u>serahán</u>	<u>magserá</u>	'to close'
	<u>hugásan</u>	<u>maghúgas</u>	'to wash'
	<u>korehíran</u>	<u>magkorehír</u>	'to correct'
	<u>limpiahán</u>	<u>maglimpiá</u>	'to clean'
	Past tense:		
	<u>sinerahán</u>	<u>nagserá</u>	
	<u>hinugásan</u>	<u>naghúgas</u>	

BIKOL TEXT

kinorehirán

nagkorehír

linimpiahán

naglimpiá

PRESENTATION A:

1. Sinerahán mo si bentána'?

Iyó, sinerahán ko itó.

Tá'no ta sinerahán mo itó?

Malípot da'á.

Did you close the window?

Yes, I closed it.

Why did you close it?

Someone said it's cold.

Substitute for the underlined word in the above presentation the following adjectives:

a. madúros windy

b. maalpóg dusty

c. maribók noisy

2. Sí'isay an nagserá kan bentána'?

Si Ída da' á.

Who closed the window?

Someone said it was Ida.

PRESENTATION B:

3. Hinugásan mo si mga pláto?

Iyó, hinugásan ko itó.

LESSON TWENTY-THREE

Tá'no ta hinugásan mo itó?

Maatí'.

Did you wash the dishes?

Yes, I washed them.

Why did you wash them?

They were dirty.

Substitute for the underlined word in the above presentation the following adjective:

a. mapa'nós

smelly

PRESENTATION C:

4. Tá'no ta da'í mo kinorehirán an test mi?

Máyo' akóng óras.

Why didn't you correct our tests?

I had no time.

PRESENTATION D:

5. Linimpiahán mo pa saná iyán?

Iyó.

Did you just clean that?

Yes.

NOTES

1. saná and lang are basically interchangeable. (The latter was introduced in Lesson Nine). saró' lang and saró' saná both mean 'just/only one'. When either saná or lang is combined with pa in a sentence, we get the meaning of an action just completed.

Linimpiahán ko pa saná iyán.

I have just cleaned that.

or

Linimpiahán ko pa lang iyán.

2. We have introduced adjectives that fit the context of our presentation. The opposites of some of these (which will be formally introduced in later lessons) are listed below.

malípot 'cold'

maínit 'hot'

maribók 'noisy'

matunínong 'quiet'

maatí' 'dirty'

malínig 'clean'

mapa'nós 'smelly'

mahamót 'fragrant'

DRILLS

1. Q. Sinerahan mo si bentana'?

A. Iyo. Sinerahan ko ito.

Q. sinerahan, bentana'

hinugasan, bentana'

linimpiahán, bentana'

kinorehiran, test mi

inimbitaran, si Romy

inibahan, si Daisy

2. Q. Ta'no ta sinerahan mo si bentana'?

LESSON TWENTY-THREE

	A.	<u>Malipot</u> da'a.
	A.	malipot
		maduros
		maalpog
		maribok
3.	Q.	Hinugasan mo si mga <u>plato</u> ?
	A.	Iyo. Hinugasan ko ito.
	Q.	plato
		bentana'
		baso
		batag
		bisikleta 'bicycle'
		kotse
		bote
4.	Q.	<u>Hinugasan</u> mo si mga <u>plato</u> ?
	A.	Iyo. <u>Hinugasan</u> ko ito.
		hinugasan, plato
		sinerahan, bentana'
		kinorehiran, test papers
		linimpiahan, kuarto
		tina'wan, babayi kaiyan
		tinukdu'an, aki' ni Mr. Palma
		inimbitaran, amiga ko 'friend' (fem)
		inibahan, lalaking iyan
5.	Q.	Ta'no ta da'i mo <u>kinorehiran</u> an <u>test mi</u> ?

BIKOL TEXT

	A.	Mayo' akong oras.
	Q.	kinorehiran, test mi
		linimpiahan, kuarto ko
		hinugasan, mga platong iyan
		sinerahan, bentanang ini
		tinukdu'an, second grade
		inimbitaran, amigo ta
		inibahan, tugang ni Carlos
6.	Q.	<u>Linimpiahan</u> mo pa sana si <u>kuarto ko</u> ?
	A.	Iyo. <u>Linimpiahan</u> ko pa sana ito.
		linimpiahan, kuarto ko
		kinorehiran, test mi
		hinugasan, mga plato
		sinerahan, bentana'
		tina'wan, siya kan papel
		tinuko'an, si Romy
		inimbitaran, si Tony
		inibahan, si Marilyn
7.	Q.	Si'isay an nagsera kan <u>bentana'</u> ?
	A.	Si Peachy da'a.
	Q.	sera, bentana'
		limpia, kuarto ko
		hugas, mga baso
		ta'o, papel saimo
		tukdo', English sa high school
		imbitar, aki' na iyan

LESSON TWENTY-THREE

iba, tugang mo

LESSON TWENTY-FOUR

NEW CONTENT

1. pig- + -an: alternate past tense form for

-in + -an

2. Verb base:

ibá

imbitár

tukdó'

ta'ó

será

sábi

húgas

korehír

limpiá

Infinitive/command:

ibahán

imbitarán

tukdo'án

ta'wán

serahán

sabíhan

hugásan

korehirán

limpiahán

Past tense:

pigibahán

LESSON TWENTY-FOUR

pigimbítarán

pigtukdo'án

pigta'wán

pigserahán

pigsabíhan

pighugásan

pigkorehirán

piglimpiahán

PRESENTATION

1. Pigibahán mo si Boy?

Iyó, pigibahán ko siyá.

Did you go with Boy?

Yes, I went with him.

2. Pigimbítarán mo siyáng magkakán?

Iyó, pigimbítarán ko siyáng magkakán.

Did you invite him to eat?

Yes, I invited him to eat.

3. Áno an pigtukdo'án mo?

Pigtukdo'án ko second grade.

What did you teach?

I taught the second grade.

BIKOL TEXT

4. Pigsabíhan mo na si Boy na nagpulí' sindá?

Iyó bagá.

Did you tell Boy that they went home?

Sure.

5. Pigta'wán mo siyá kaiyán?

Da'í.

Did you give that to her?

No.

6. Pigserahán mo an bentána'?

Iyó, pigserahán ko itó.

Did you close the window?

Yes, I closed it.

7. Pighugásan mo si mga pláto?

Iyó, pighugásan ko itó.

Did you wash the dishes?

Yes, I washed them.

8. Tá'no ta da'í mo pigkorehirán an test mi?

Máyo' akóng óras.

Why didn't you correct our tests?

LESSON TWENTY-FOUR

I had no time.

9. Piglimpiahán mo pa saná iyán?

Iyó.

Did you just clean that?

Yes.

DRILLS

1. Q. Pigimbitaran mo si Boy na magkakan?

A. Iyo. Pigimbitaran ko siyang magkakan.

kakan

sine

iba

simba

tukdo'

2. Q. Kaso-arin mo pigibahan si Emma?

A. Kan Lunes.

Q. iba, si Emma

A. Lunes

imbitar, si Angela

Martes

tukdo', si Momoy

sarong
ta'on

ta'o, si Boy kaiyan

Miercoles

sera, si bentana'

Huebes

hugas, si mga baso

Biernes

korehir, si mga test papers
mi

Sabado

limpia, si kuarto ko

Dominggo

BIKOL TEXT

3.	Q.	Si'isay an pigsabihan mo na piglimpiahan ko si <u>kuarto mo</u> ?
	A.	Si Marilyn бага.
	Q.	limpia, kuarto mo
		korehir, mga tests ninda
		hugas, mga plato
		sera, puerta 'door'
		ta'o, Totoy kan libro ko
		tukdo', second grade nin Inggles 'English'
		imbitar, Jose na magsimba
		iba, Magno sa sine
4.	Q.	Ta'no ta da'i mo pigkorehiran an mga <u>test papers</u> kan Lunes?
	A.	Mayo' akong oras.
	Q.	korehir, test papers
		limpia, kotse
		hugas, baso
		sera, puerta
		imbitar, amigo ta
		iba, tugang niya
		tukdo', lalaki
5.	Q.	Ano an piglimpiahan kaso-ba'go?
	A.	An mga <u>kotse</u> da'a.
	Q.	limpia
		korehir
		hugas
	A.	kotse
		test papers
		baso

LESSON TWENTY-FOUR

	sera	bentana'
6.	Q.	Si'isay an pigsabihan kaso-ba'go?
	A.	Si Tony da'a.
	Q.	sabi
		ta'o
		tukdo'
		imbitar
		iba
7.	Q.	Mapa'nos si mga plato?
	A.	Bako'.
	Q.	pa'nos, mga plato
		ati', mga kotse
		ribok, mga aki'
		alpog, mga bentana'
		duros, panahón 'weather'
		lipot, túbig 'water'
		ribok, amigo mo 'friend' (masc)

LESSON TWENTY-FIVE

Verbs Taking mag- in the Infinitive

NEW CONTENT

1. Past tense of verbs taking mag- in the infinitive: nag-
2. Question: Ánong óras 'What time?'
3. Question word: Pá'no 'How?'
4. Time expressions: two o'clock to twelve o'clock
5. pag-: nominal form with past meaning
6. ngunyan lang 'just now'
7. Verb base:

abót

balík

dumán

lakáw.

Infinitive/command:

magabót

'to arrive'

magbalík

'to return'

magdumán

'to go'

maglakáw

'to walk'

Past tense:

nagabót

nagbalík

nagdumán

naglakáw

LESSON TWENTY-FIVE

PRESENTATION A:

1. Nagabót si Flo?

Iyó.

Káso-arín siyá nagabót?

Nagabót pa saná siyá.

Did Flo arrive?

Yes.

When did she arrive?

She just arrived.

Substitute for the underlined phrase in the above presentation the following phrase:

a. Ngunyán lang.

Just now.

PRESENTATION B:

2. Ánong óras ka nagbalík?

Nagbalík akó alás dos.

What time did you return?

I returned at two o'clock.

Substitute for the underlined words in the above presentation the following time expressions:

a. alás três

three o'clock

b. alás kuátro

four o'clock

c. alás síngko

five o'clock

d. alás sa'ís

six o'clock

3. Sa'ín ka nagdumán?

Sa sa'ód.

BIKOL TEXT

Ánong óras ka nagdumán?

Alás siéte.

Where did you go?

To the market.

What time did you go?

At seven.

Substitute for the underlined words in the above presentation the following times:

- | | | |
|----|------------|--------|
| a. | alás ótso | eight |
| b. | alás nuébe | nine |
| c. | alás diés | ten |
| d. | alás ónse | eleven |
| e. | alás dóse | twelve |

4. Pá'no ka nagdumán?

Naglakáw akó.

How did you go?

I walked.

5. Naglakáw ka pagdumán mo?

Iyó.

Did you walk in going there?

Yes.

NOTES

-
1. 'One o'clock' occurs with singular time marker alá, which is introduced in the next lesson.
-

LESSON TWENTY-FIVE

DRILLS

1.	Q.	Nagabot si <u>Flo</u> ?
	A.	Iyo. Nagabot na siya.
	Q.	Flo
		tugang mo
		mga amígo mo 'friends'
		mga magúrang mo 'parents'
		maestro niya
		barkáda nindo 'group'
		tátay niya 'father'
		nánay mo 'mother'
2.	Q.	Kaso-arin nag <u>abot</u> si Flo?
	A.	Nag <u>abot</u> pa sana siya.
		abot
		balik
		duman
		puli'
		simba
		sine
		hali'
		kakan
3.	Q.	Kaso-arin ka nag <u>abot</u> ?
	A.	Ngunyan lang.
	Q.	abot
		balik
		puli'

BIKOL TEXT

		simba
		sine
		kakan
4.	Q.	Anong oras ka nagbalik?
	A.	Nagbalik ako alas <u>dos</u> .
	A.	dos
		tres
		kuatro
		singko
		sa'is
5.	Q.	Sa'in ka nagduman?
	A.	Sa <u>sa'od</u> .
	A.	sa'od
		harong ninda
		eskuelahan
		simbahan
		Manila'
		tindahan 'store'
		sine
6.	Q.	Anong oras nagduman si Boy?
	A.	Alas <u>siete</u> .
	A.	siete
		otso
		nuebe
		dies

LESSON TWENTY-FIVE

		onse		
		dose		
7.	Q.	Anong oras nag <u>duman</u> si Charito?		
	A.	Alas <u>siete</u> .		
	Q.	duman	A.	siete
		balik		dos
		abot		otso
		puli'		tres
		simba		nuebe
		sine		kuatro
		hali'		dies
		kakan		singko
		apod		onse
		hapot		sa'is
		iba		dose
8.	Q.	Pa'no ka nag <u>duman</u> ?		
	A.	Naglakaw ako.		
	Q.	duman		
		balik		
		puli'		
		simba		
		sine		
9.	Q.	Naglakaw ka pag <u>duman</u> mo?		
	A.	Iyo.		
	Q.	duman		

BIKOL TEXT

balik
puli'
simba
sine

LESSON TWENTY-SIX

NEW CONTENT

-
1. alá: the singular of alás
 2. Time expressions: time by half hours
 3. Time expression: ngunyán ‘now’
 4. alás dos nin ága ‘two o’clock in the morning’
 5. Sa’ín ka háli’ ‘Where did you come from?’ as a greeting
 6. sa haróng ‘my house’
 7. Verb base:
háli’
Infinitive/command:
magháli’ ‘to leave’
Past tense:
nagháli’
-

PRESENTATION

-
1. Nagháli’ na siyá?
Iyó.
Ánong óras siyá nagháli’?
Alá úna y média.

Did she leave already?
Yes.
What time did she leave?
At one thirty.
-

BIKOL TEXT

Substitute for the underlined phrase in the above presentation the following time expressions:

- | | |
|-----------------------------|--------------|
| a. alás dos y média | two thirty |
| b. alás trés y média | three thirty |
| c. alás kuátro y média etc. | four thirty |

2. Ánong óras ngunyan?

Alás dos y média.

What time is it now?

Two thirty.

3. Sa'ín ka háli'?

Sa haróng.

Where did you come from?

The house.

4. Ánong óras ka nagháli'?

Alás sa'ís nin aga.

What time did you leave?

At six in the morning.

Substitute for the underlined word in the above presentation the following:

- | | |
|-----------|-----------|
| a. hápon | afternoon |
| b. bánggi | evening |

LESSON TWENTY-SIX

DRILLS

1.	Q.	Anong oras naghali' si Charito?	
	A.	<u>Ala una</u> y media.	
	A.	ala una	
		alas dos	
		alas tres	
		alas kuatro	
		etc.	
2.	Q.	Anong oras ngunyan?	
	A.	Alas <u>dos</u> .	
	A.	dos	
		tres	
		kuatro y media	
		singko	
		singko y media	
		etc.	
3.	Q.	Alas <u>dos</u> ngunyan?	
	A.	Bako'. Alas <u>tres</u> .	
	Q.	dos	A. tres
		tres	kuatro
		kuatro	singko
		singko	sa'is
		etc.	
4.	Q.	Alas sa'is siya naghali'?	
	A.	Bako'. Alas <u>sa'is</u> y media.	

BIKOL TEXT

	A.	sa'is
		siete
		otso
		nuebe
		etc.
5.	Q.	Sa'in ka hali'?
	A.	Sa <u>harong</u> .
	A.	harong
		Manila'
		opisína 'office'
		sine
		tindahan
		simbahan
		sine
		eskuelahan
6.	Q.	Anong oras naghali' si Momoy?
	A.	Alas <u>onse</u> nin <u>aga</u> .
	A.	onse, aga
		dies, aga
		otso, aga
		dos, hapon
		tres, hapon
		kuatro, hapon
		siete, banggi
		otso, banggi
		nuebe, banggi

LESSON TWENTY-SEVEN

NEW CONTENT

1. Locative class demonstrative pronouns: digdí 'here', dumán 'there' (farther than diyán)
2. Connector: péro 'but'
3. Time expressions: the months
4. pa 'still', yá on pa dumán 'still over there'
5. pa 'since' with káso or kan
6. Yá on digdí 'Over here'
7. Yá on dumán 'Over there'
8. Da'í ko áram 'I don't know'
9. Verb base:

digdí

pulí'

Infinitive/command:

magdigdí

'to come here'

magpulí'

'to go/come home'

Past tense:

nagdigdí

nagpulí'

PRESENTATION A:

1. Nagdigdí si Rosalinda?

Iyó, nagdigdí siyá, péro nagháli' na.

Did Rosalinda come here?

BIKOL TEXT

Yes, she came here but (she's) left already.

2. Káso-arín ka pa digdí?

Kan Enéro (pa).

How long have you been here?

Since January.

Substitute for the underlined word in the above presentation the following months:

a.	Pebrero	February
b.	Márso	March
c.	Abríl	April
d.	Máyo	May
e.	Húnió	June
f.	Húlio	July
g.	Agosto	August
h.	Setiémbre	September
i.	Októbre	October
j.	Nobiembre	November
k.	Disiémbre	December

PRESENTATION B:

3. Nagpulí' na si Rosalínda?

Da'í. Yá'on pa siyá dumán.

Has Rosalinda come home yet?

No. She's still there.

4. Nagpulí' na si Rosalínda?

Da'í. Yá'on pa siyá digdí?

LESSON TWENTY-SEVEN

Has Rosalinda gone home yet?

No. She's still here.

5. Yá'on pa siyá dumán?

Iyó. Yá'on pa.

Is she still over there?

Yes. [She's] still there.

6. Yá'on pa siyá dumán?

Índa. Da'í ko áram.

Is she over there?

I don't know.

7. Káso-arín ka nagpulí'?

Káso-bánggi pa.

When did you come home?

[I've been home] since last night.

DRILLS

1. Q. Nagdigdi si Rosalinda?

A. Iyo. Nagdigdi siya, pero naghali' na.

Q. digdi

A. hali'

digdi

puli'

balik

hali'

abot

puli'

BIKOL TEXT

		duman	balik
		puli'	hali'
2.	Q.	Kaso-arin ka pa digdi?	
	A.	Kan <u>Enero</u> .	
	A.	Enero	
		Pebrero	
		Marso	
		Abril	
		Mayo	
		Hunio	
		Hulio	
		Agosto	
		Setiembre	
		Oktobre	
		Nobiembre	
		Disiembre	
3.	Q.	Nagpuli' na si Boy?	
	A.	Da'i. Ya'on pa siya <u>duman</u> .	
	A.	duman	
		sa opisina	
		sa harong ni Totoy	
		sa eskuelahan	
		sa Manila'	
		sa tindahan	
4.	Q.	Nagpuli' na si Emma?	

LESSON TWENTY-SEVEN

	A.	Da'i. Ya'on pa siya <u>digdi</u> .
	A.	Da'i.
		digdi
		sa kosina
		sa kuartero niya
		sa komedor
		sa library
		sa klase
5.	Q.	Ya'on pa si Emma <u>sa opisina</u> ?
		Ya'on pa <u>duman</u> si Emma?
	A.	Iyo. Ya'on pa.
		Iyo. Ya'on pa.
	Q.	sa opisina
		duman
		sa klase
		digdi
		diyan
		sa eskuelahan
		sa harong
6.	Q.	<u>Ya'on pa duman</u> si Jose?
	A.	Inda. Da'i ko aram.
	Q.	ya'on pa duman
		nagpuli' na
		nagdigdi
		hali' sa sa'od
		nagbalik na

BIKOL TEXT

		nagabot na
		alas siete nagpuli'
7.	Q.	Kaso-arin ka nagpuli'?
	A.	<u>Kaso-banggi</u> pa.
	A.	kaso-banggi
		kaso-hapon
		kaso-ba'gong aga
		kaso-udma'
		kan sarong semana
		kan sarong bulan
		kan Enero
		kan Mierkoles

LESSON TWENTY-EIGHT

NEW CONTENT

1.	<u>kabangá'</u>	'one half' used with time expressions
2.	<u>piráng oras</u>	'how many hours'
3.	<u>dumán sa</u>	'there at'
4.	<u>man</u>	'too' 'also'
5.	Numbers borrowed from Spanish: 13-20	
6.	Adjectives:	
	<u>entéro</u>	'whole' 'complete' 'all'
	<u>halóy</u>	'a long time'
	<u>harayó'</u>	'far'
	<u>haraní</u>	'near'
	<u>madali'</u>	'quickly' 'a short while'
	<u>gabós</u>	'all'
7.	Verb base:	
	<u>sa'ín</u>	
	<u>píkNIK</u>	
	<u>ano</u>	
	<u>karígos</u>	
	Infinitive/command:	
	<u>magáno</u>	'to do what'
	<u>magsa'ín</u>	'to go where'
	<u>magpíkNIK</u>	'to go on a picnic'
	<u>magkarígos</u>	'to swim' 'to take a bath'
	Past tense:	
	<u>nagsa'ín</u>	

nagpíkrik

nagano

nagkarígos

PRESENTATION A:

1. Nagsa'ín ka?

Sa séntro.

Halóy ka dumán?

Da'í. Madalí' lang.

Where did you go?

Downtown.

Were you there a long time?

No. Just a few minutes.

2. Piráng óras ka dumán?

Saró' may kabangá'.

How many hours were you there?

One and a half.

3. Harayó' an séntro?

Bakó', haráni lang.

Is the center of town far?

No, [it's] quite near.

LESSON TWENTY-EIGHT

PRESENTATION B:

4. Nagpíkrik sindá sa Tíwi?

Iyó, nagpíkrik sindá dumán.

Halóy sindá dumán?

Iyó, sa entérong aldáw.

Did they picnic at Tiwi?

Yes, they picnicked there.

Were they there a long time?

Yes, the whole day.

Substitute for the underlined word in the above presentation the following:

- a. aga
- b. hapon
- c. banggi
- d. semana
- e. bulan
- f. ta'on

5. Sa'ín sindá nagpíkrik?

Dumán sa Tíwi.

Where did they picnic?

There at Tiwi.

6. Nagáno sindá dumán?

Nagkarígos.

What did they do there?

They went swimming.

BIKOL TEXT

7. Pirá an nagibá?

Trése.

How many went along?

Thirteen.

Substitute for the underlined word in the above presentation the following numbers:

- | | | |
|----|--------------|-----------|
| a. | katórse | fourteen |
| b. | kínse | fifteen |
| c. | diés y sa'ís | sixteen |
| d. | diés y siéte | seventeen |
| e. | diés y ótso | eighteen |
| f. | diés y nuébe | nineteen |
| g. | beínte | twenty |
-

8. Pirá gabós si nagibá?

Trése.

How many in all went along?

Thirteen.

9. Si Jóse?

Nagibá man siyá.

[And] Jose?

He joined them, too.

LESSON TWENTY-EIGHT

NOTES

1. Above the number 10, numbers borrowed from Spanish are used. The numbers '11' onse and '12' dose have been introduced in Lesson 25.
2. magkarigos actually means 'to take a bath', but it is also used to mean 'to go swimming'. The actual word for 'to go swimming' is maglangoy.

DRILLS

1.	Q.	Nagano kamo sa Legazpi?
	A.	Nag <u>karigos</u> .
	A.	karigos
		korehir kan test ninda
		piknik
		iba ki Mr. Reyes
		tukdo' sa second year
		tukdo' nin mathematics
		uli' kan libro ki Jose
		bakal nin papel
2.	Q.	Nagsa'in ka?
	A.	Sa <u>sentro</u> .
	A.	sentro
		sa'od
		opisina
		eskuelahan
		tindahan
		Legazpi
		harong ni Nemia

BIKOL TEXT

3. Q. Pirang oras ka sa Legazpi?

A. Saro' may kabanga'.

A. saro'

duwa

tulo

apat

lima

anom

pito

walo

siyam

sampulo'

4. Q. Sa'in sinda nagpiknik?

A. Duman sa baybayon.

A. báybáyon 'beach'

tubóhan 'canefield'

laguérta 'orchard'

sálog 'river'

banwá'an 'town'

búkid 'mountain'

5. Q. Haloy sinda sa banwa'an?

A. Da'i. Madali' lang.

Iyo. Sa enterong aga.

A. da'i

iyo, aga

LESSON TWENTY-EIGHT

		iyo, hapon
		da'i
		iyo, banggi
		iyo, semana
		da'i
		iyo, bulan
		da'i
		iyo, ta'on
6.	Q.	Pira an nagiba sa piknik?
	A.	<u>Trese.</u>
	A.	trese
		katorse
		kinse
		dies y sa'is
		dies y siete
		dies y otso
		dies y nueve
		beinte
7.	Q.	Pira gabos si nagiba?
	A.	<u>Pito.</u>
	A.	pito
		walo
		siyam
		sampulo'
		onse
		dose

BIKOL TEXT

		trese
		katorse
		etc.
8.	Q.	<u>Si Jose?</u>
	A.	Nagiba man siya.
	Q.	si Jose
		an tugang mo
		an maestro mo
		an amigo mo
		si Miss Santos
		an babaying iyan
		an aki' mo

UNIT TWO

The Progressive Tense: Regular Verb Series

Lessons 29-33	Verbs Taking <u>-on</u> in the Infinitive
Lesson 34	Verbs Taking <u>i-</u> in the Infinitive
Lessons 35-36	Verbs Taking <u>-an</u> in the Infinitive
Lessons 37-40	Verbs Taking <u>mag-</u> in the Infinitive

LESSON TWENTY-NINE

Verbs Taking -on in the Infinitive

NEW CONTENT

1. Progressive tense of verbs taking -on in the infinitive: R- + -in-
2. may sentence showing existence with a noun
3. may sentence showing existence with a verb phrase
4. lugód
5. man used to soften negatives
6. mos na 'let's go'
7. máyo 'none' negative of may sentences
8. Locative phrases equivalent to the following English prepositional phrases:

sa ita'ás

'upstairs'

sa ibabá'

'downstairs'

sa luwás

'outside'

sa la' óg

'inside'

9. Verb base:

halát

Infinitive/command:

halatón

maghalát

'to wait'

Progressive tense:

hinahalát

pighahalát

naghahalát

PRESENTATION A:

1. Pighahalát ka.

Ní'isay?

Ni Nick.

Someone is waiting for you./ (You're being waited for.)

Who?/(By whom?)

Nick.

2. Sí'isay an pighahalát mo?

Si Ída.

Tá'no ta pighahalát mo siyá?

Pighahalát ko siyá ta may apointment kami.

Whom are you waiting for?

Ida.

Why are you waiting for her?

I'm waiting for her because we have an appointment.

Substitute for the underlined word in the above presentation the following:

a. míting meeting

b. pártý party

c. probléma problem

3. Sí'isay an may probléma?

Si Ída.

LESSON TWENTY-NINE

Who has a problem?

Ida.

PRESENTATION B:

4. May naghahalát saímo.

Sí'isay?

Si Rómy.

Someone's waiting for you.

Who?

Romy.

5. Mos na, may naghahalát satúya'.

Mos na lugód.

Let's go, someone's waiting for us.

Let's go then.

6. Sa'ín siyá naghahalát?

Sa ita'ás.

Where is she waiting?

Upstairs.

Substitute for the underlined word in the above presentation the following:

- a. ibábá' downstairs
- b. luwás outside

BIKOL TEXT

c. la'óg inside

7. May naghahalát satúya'?

 Máyo'.

 Is someone waiting for us?

 No one.

8. Halóy ka nang naghahalát?

 Nagtúkaw pa saná akó.

 Have you been waiting for a long time?

 I just sat down.

9. Halóy na siyáng naghahalát?

 Da'í pa mán.

 Has he been waiting for a long time?

 Not so [long].

DRILLS

1. S. Pighahalat ka.

 Q. Ni'isay?

 A. Ni Nick.

 S. halat

 hanap

 apod

2. S. Pigsusubli' si relo mo.

LESSON TWENTY-NINE

	Q.	Ni'isay?	
	A.	Ni Monay.	
	S.	subli', relo	
		bakal, relo	
		ku'a, lapis	
		kakan, ice cream	
		gamit, kotse	
3.	Q.	Si'isay an pighahalat mo?	
	A.	Si Ida.	
	Q.	halat	
		hanap	
		apod	
4.	Q.	Ano an pigkuku'a?	
	A.	Si relo ko.	
	Q.	ku'a	A. si relo ko
		subli'	an lapis ni
		bakal	serbesa
		ku'a	Commerce
		kakan	batag
5.	Q.	Ta'no ta pighahalat mo si Ida?	
	A.	May <u>apointment</u> kami.	
	A.	apointment	
		miting	
		party	
		problema	

BIKOL TEXT

6.	Q.	Si'isay an may <u>problema</u> ?	
	A.	Si Ida.	
	Q.	problema	
		apointment	
		party	
		problema	
7.	S.	May naghahalat <u>saimo</u> .	
	Q.	Si'isay?	
	A.	Si Romy.	
	S.	saimo	
		sa tugang mo	
		ki Mr. Reyes	
		sainda	
		ki Miss Santos	
		sa mga magurang mo	
		sainda	
8.	Q.	May naghahalat <u>saimo</u> ?	
	A.	Mayo'. Mayong naghahalat <u>sakuya'</u> .	
	Q.	halat, saimo	A. sakuya'
		halat, saindo	samuya'
		halat, ki Romy	saiya
		hanap, ki Emma saka ki Daisy	sainda
		hanap, sa mga magurang mo	sainda
		apod, satuya'	satuya'

LESSON TWENTY-NINE

		apod, saimo	sakuya'
9.	Q.	Sa'in naghahalat si Romy?	
	A.	Sa <u>ita'as</u> .	
	A.	ita'as	
		ibaba'	
		luwas	
		la'og	
		sa'od	
		eskuelahan	
		opisina	
10.	Q.	Haloy ka nang naghahalat?	
	A.	<u>Nagtukaw pa sana ako.</u>	
		<u>Da'i pa man.</u>	
	A.	nagtukaw pa sana ako	
		da'i pa man	
		nagabot pa sana ako	
		kaso-ba'gong aga pa	
		kaso-ba'go pa	
		kaso-banggi pa	
		kaso-udma' pa	
11.	Q.	Mos na, may naghahalat satuya'?	
		halat	
		hanap	
		apod	

LESSON THIRTY

NEW CONTENT

1. ki class pronouns, alternant forms: sakó', samó', sató'

2. Adjectives:

guráng 'old'

magayón 'pretty'

halangkáw 'tall'

guápo 'handsome'

hóben 'young'

hababá' 'short'

3. Verb base:

hánap

Infinitive/command:

hanápon maghánap 'to look for'

Progressive tense:

hinahánap

pighahánap naghahánap

PRESENTATION A:

1. Pighahánap ka.

Ní'isay?

Ni Dely.

Someone is looking for you./(You're being looked for.)

Who?/(By whom?)

Dely./(By Dely.)

LESSON THIRTY

2. Sí'isay an pighahánap mo?

Si Fély.

Whom are you looking for?

Fely.

3. Áno an pighahánap mo?

An sapátos ko.

What are you looking for?

My shoes.

PRESENTATION B:

4. May naghahánap saímo.

Sí'isay?

Guráng na babáyi.

Someone is looking for you.

Who?

An old woman.

Substitute for the underlined sentence in the above presentation the following:

a. magayón na babáyi a beautiful woman

b. halangkáw na laláki a tall man

c. guápong laláki a handsome man

5. Guráng na siyá?

BIKOL TEXT

Bakó'. Hóben pa.

Is she old (already)?

No. [She's] still young.

6. Halangkáw siyá?

Bakó'. Hababá'.

Is he tall?

No. Short.

7. May naghahánap sáimo.

Sí'isay an naghahánap sakó'.

Si Nick.

Someone's looking for you.

Who's looking for me?

Nick.

Substitute for the underlined words in the above presentation the following:

a. saindó' for you (pl)
 samó' for us

b. sató' for us (incl)
 sató' for us

8. Káso-arín pa siyá naghahánap?

Káso-bá'go pa.

Since when has he been looking?

LESSON THIRTY

Since a while ago.

NOTES

-
1. The alternant forms of the pronouns of the ki class are the same as the alternant forms for the loc class.
-

DRILLS

-
1. S. May naghahanap saimo.

Q. Si'isay?

A. Gurang na babayi.

A. kurang na babayi

magayon na babayi

halangkaw na lalaki

guapong lalaki

apat na babayi

gulping aki'

sadit na aki'

dakulang lalaki

2. Q. Dikit an naghahanap sakuya'?

A. Bako', gulpi.

Q. dikit

apat

halangkaw na lalaki

guapong lalaki

gurang

dakulang lalaki

A. gulpi

duwa lang

hababa'

magayon na
babayi

hoben

sadit

BIKOL TEXT

3.	Q.	Si'isay an naghahanap <u>sako'</u> ?
	A.	Si Nick an naghahanap <u>saimo</u> .
	Q.	sako'
	A.	saimo
		samo'
		saindo
		sato'
		sato'
4.	Q.	May naghahanap <u>saimo</u> ?
	A.	Mayo'. Mayong naghahanap <u>sako'</u> .
	Q.	hanap, saimo
	A.	sako'
		hanap, saindo
		samo'
		hanap, sato'
		sato'
		halat, ki Jose
		saiya
		halat, ki Daisy saka ki Emma
		sainda
		apod, sa tugang mo
		saiya
		apod, sato'
		sato'
5.		May naghanap saimo <u>kaso-banggi</u> .
		kaso-banggi
		kaso-ba'go
		kaso-hapon
		kaso-udma'
		kan sarong aldaw
		kan Lunes
6.	Q.	Kaso-arin pa naghahanap si Boy?
	A.	<u>Kaso-ba'go</u> pa.
	A.	kaso-ba'go

LESSON THIRTY

		kaso-banggi
		kaso-hapon
		kaso-udma'
		kan sarong aldaw
		kan Lunes
		kaso-ba'gong aga
		kaso-udmang aga
7.	Q.	Mayong naghahanap sako' <u>sa eskuelahan</u> ?
	A.	Mayo'.
	Q.	hanap, sa eskuelahan
		halat, digdi
		apod, duman
		hanap, sa klase
		halat, diyan
		apod, sa tindahan

LESSON THIRTY-ONE

NEW CONTENT

1. Locative (loc) class pronouns following the benefactive pára 'for'
2. The benefactive: pára followed by the locative phrase
3. The benefactive question: pára kí'isay 'for whom'
4. The preposed possessive phrase
5. palán
6. da'íng dáta
7. Verb base:

gíbo

drówing

Infinitive/command:

gibóhon

maggíbo

'to do'

magdrówing

'to draw'

Progressive tense:

ginigíbo

naggigíbo

piggigíbo

nagdodrówing

PRESENTATION A:

1. Áno an ginigíbo mo?
Nagdodrówing akó.

What are you doing?

I'm drawing.

LESSON THIRTY-ONE

2. Da'íng dáta an ginigíbo mo.

What you're doing isn't very nice.

3. Pára kí'isay mo iyán ginigíbo?

Pára ki Cárlos.

Whom are you doing it for?

For Carlos.

4. Sí'isay an naggigíbo kaiyán pára ki Cárlos?

Akó.

Who's doing that for Carlos?

Me.

PRESENTATION B:

5. Áno an ginigíbo mo?

Ginigíbo ko an léssoṇ plan ko.

What are you doing?

I'm making my lesson plan.

6. Kí'isay na léssoṇ plan iní?

Ki Mágno.

Whose lesson plan is this?

BIKOL TEXT

Magno's.

7. Saímong lésson plan iní?

Bakó' sakó' iyán.

Is this your lesson plan?

No, that's not mine.

8. Kí'isay palán iní?

Ki Rosalínda da'á.

Whose is it then?

Someone said it was Rosalinda's.

DRILLS

1. Q. Ano an ginigibo mo?

A. Nagdodrowing ako.

A. nagdodrowing

nagkakan

naghahalat, ki Jose

nagaapod, kan tugang mo

nagkokorehir, kan mga test papers nindo

nagtutukdo', nin mathematics

nagbabakal, nin sigarilyo 'cigarette'

nagiimbitar, ki Romy na magkakan

nagtata'o, ki Emma kan lapis mo

nagsusubli', ki Jose kan papel

LESSON THIRTY-ONE

2.	Q.	Ano an ginigibo ni Daisy?
	A.	Ginigibo niya an <u>lesson plan</u> .
	A.	lesson plan
		essay
		tulá' 'poem'
		drowing
		homework niya
3.	Q.	Para ki'isay ni Marilyn ginigibo an essay?
	A.	Para <u>ki Totoy</u> .
	A.	ki Totoy
		ki Mr. Reyes
		sa tugang niya
		saiya
		sa mga amigo niya
		ki Miss Santos
		sa maestro niya
4.	Q.	Ki'isay na <u>lesson plan</u> ini?
	A.	Ki Boy iyan.
	Q.	lesson plan
		essay
		kotse 'car'
		serbesa
		relo
		drowing
5.	Q.	Para ki'isay na kotse iyan?

BIKOL TEXT

A.	Para <u>ki Marilyn</u> iyan.		
A.	ki Marilyn		
	ki Mr. Palma		
	sa mga magurang niya		
	sa tugang niya		
	sa aki'		
	sako'		
	saimo		
	sato'		
6.	Q. <u>Saimong</u> relo ini?		
A.	Bako' <u>sako'</u> iyan.		
	Q. saimo	A.	sako'
	sainda		sainda
	saindo		samo'
	saiya		saiya
	sato'		sato'
7.	Q. Para <u>ki Magno na</u> ice cream ini?		
A.	Bako' <u>saiya</u> iyan.		
	Q. ki Magno na	A.	saiya
	ki Mr. Reyes na		saiya
	saimong		sako'
	ki Boy na		saiya
	saindong		samo'
	satong		sato'
8.	Q. Ki'isay palan ini?		

LESSON THIRTY-ONE

A.	<u>Ki Marilyn</u> da'a.
A.	ki Marilyn
	sa tugang niya
	sa maestro niya
	saimo
	sato'

LESSON THIRTY-TWO

NEW CONTENT

1.	<u>pírme</u>	'always'	
2.	<u>gáyo</u>	'very' adjective intensifier	
3.	<u>depénde</u>	'depending' 'it depends upon'	
4.	Adjectives:		
	<u>masirá</u>	'delicious'	
	<u>maasgád</u>	'salty'	
	<u>mata'bán</u>	'tasteless'	
	<u>mahamís</u>	'sweet'	
	<u>maalsóm</u>	'sour'	
	<u>mapa'ít</u>	'bitter'	
5.	Verb base:		
	<u>kakán</u>		
	<u>inóm</u>		
	Infinitive/command:		
	<u>kakanón</u>	<u>magkakán</u>	'to eat'
	<u>inomón</u>	<u>maginóm</u>	'to drink'
	Progressive tense:		
	<u>kinakakán</u>		
	<u>pigkakakán</u>	<u>nagkakakán</u>	
	<u>iniinóm</u>		
	<u>pigiinóm</u>	<u>nagiinóm</u>	

LESSON THIRTY-TWO

PRESENTATION

1. Áno an kinakakán mo?

Mámi.

Masirám?

Bako'. Maasgad.

What are you eating?

Mami.

Is it good?

No. It's salty.

Substitute for the underlined word in the above presentation the following:

a. mata'báng

tasteless

2. Áno an kinakakán mo?

Mángga.

Mahamís?

Bakó'. Maalsóm.

What are you eating?

A mango.

Is it sweet?

No. It's sour.

3. Áno an kinakakán mo?

Rabanós.

Mapa'ít?

Bakóng gáyo.

BIKOL TEXT

	What are you eating?
	A radish.
	Is it bitter?
	Not very.
4.	Mahamís an mángga sa Pilipínas?
	Depénde sa kláse.
	Are mangos in the Philippines sweet?
	It depends on the kind.
5.	Áno an iniinóm mo?
	Túbig.
	What are you drinking?
	Water.
6.	Nagkakakán ka nin malúto’?
	Iyó.
	Do you eat rice?
	Yes.
7.	Sa’ín siyá nagkakakán?
	Pírme siyá nagkakakán sa Modérna?
	Where does she eat?

LESSON THIRTY-TWO

She always eats at the Moderna.

DRILLS

1. Q. Ano an kinakakan mo?

A. Mami.

Q.	kinakakan	A.	mami
	ginigibo		an homework ko
	hinahanap		an sapatos ko
	kinuku'a		Commerce
	binabakal		serbesa
	inoorder		ice cream
	sinusubli'		an relo
	iniinom		tubig

2. Q. Masiram an kinakakan mo?

A. Bako' mata'bang.

Q.	masiram	A.	mata'bang
	mahamis		maalsom
	mapa'it		mahamis
	kadakol		dikit
	mapa'nos		masiram

3. Q. Masiram an kinakakan mo?

A. Bakong gayo.

Q.	masiram
	mata'bang
	mahamis
	maalsom

BIKOL TEXT

		mapa'it
		kadakol
4.	Q.	<u>Guapo an lalaking iyan?</u>
	A.	Bakong gayo.
	Q.	guapo an lalaking iyan
		hababa' an lalaking iyan
		gurang an maestrang iyan
		magayon an babaying iyan
		harayo' an sentro
		harani si harong ninda
		maribok si mga aki' diyan
		maati' an mga plato
		maduros an panahon
		malipot ka
		maalpog an silya
		gulpi an imbitaran mo
5.	Q.	<u>Nagkakakan ka nin maluto'?</u>
		<u>Nagiinom ka nin serbesa?</u>
	A.	Iyo.
		Iyo.
	Q.	kakan, maluto
		inom, serbesa
		kakan, mami
		inom, árak 'liquor'
		inom, tubá' 'coconut wine'
		kakan, balút 'duck egg'

LESSON THIRTY-TWO

kakan, ma'ís 'corn'

6. Q. Sa'in si Peachy nagkakakan?

A. Pirme siya nagkakakan sa Moderna.

Q. kakan	A. Moderna
----------	------------

inom	harong
------	--------

halat	tindahan
-------	----------

piknik	baybayon
--------	----------

sine	Bichara
------	---------

simba	Metropolitan Cathedral
-------	------------------------

LESSON THIRTY-THREE

NEW CONTENT

1. da'í pa 'not yet' with the present tense
2. kayá' 'because/for that reason'
3. kuyán 'what's-his-name'
4. The nominal pag- with reduplication for continuing action: pag- + R-
5. Adjectives:

<u>magi'án</u>	'light'
----------------	---------

<u>magabát</u>	'heavy'
----------------	---------

<u>bá'go</u>	'new'
--------------	-------

<u>dá'an</u>	'old'
--------------	-------

6. Verb base:

gámit

bása

dará

ísip

Infinitive/command:

<u>gamíton</u>	<u>maggámit</u>	'to use'
----------------	-----------------	----------

<u>basáhon</u>	<u>magbása</u>	'to read'
----------------	----------------	-----------

<u>darahón</u>	<u>magdará</u>	'to bring'
----------------	----------------	------------

<u>isípon</u>	<u>magísip</u>	'to think of/about'
---------------	----------------	---------------------

Progressive tense:

ginagámit

<u>piggagámit</u>	<u>naggagámit</u>
-------------------	-------------------

LESSON THIRTY-THREE

binabása

pigbabása

nagbabása

dinadará

pigdadará

nagdadará

iniísip

pigiísip

nagiísip

PRESENTATION A:

1. Áno an piggagámit mo sa pagsusúrat mo?

Lápis.

What do you use for writing?

A pencil.

2. Piggámit mo na iní?

Da'í ko pa iyán piggagámit.

Did you use this yet?

I haven't used it yet.

3. Naggámit si Charíto kainí?

Da'í pa siyá naggagámit kaiyán.

Did Charito use this yet?

She hasn't used that yet.

PRESENTATION B:

4.	Áno an binabása mo?
	Maníla Búletin.
	Tá'no ta binabása mo iyán?
	Nagaádal kayá' akó.
	What are you reading?
	The Manila Bulletin.
	Why are you reading it?
	It's because I'm studying.

PRESENTATION C:

5.	Áno an dará mo?
	Maléta kan túgang ko.
	Magabát iyán?
	Bakó'. Magi'án.
	What are you carrying?
	My brother's valise.
	Is it heavy?
	No. It's light.
6.	Bá'go pa iyán?
	Bakó'. Dá'an.
	Is it still new?
	No. It's old.

LESSON THIRTY-THREE

7. Sí'isay an nagdadará kan maléta mo?

Si kuyán.

Who's carrying your valise?

It's what's-his-name.

PRESENTATION D:

8. Áno an pigiísip mo?

Pigiísip ko kon sa'ín akó makakán.

What are you thinking about?

I'm thinking about where I'm going to eat.

Substitute for the underlined phrase in the above presentation the following:

- | | |
|--------------------------------------|----------------------|
| a. áno an piggigíbo niyá | what he's doing |
| b. tá'no ta nagháli' siyá | why he left |
| c. sí'isay an nagsublí' kan libró ko | who borrowed my book |

NOTES

-
1. kuyán is used when the mind temporarily fails in remembering things like words, names, etc. In English the closest we have is 'what-do-you-call-it' or 'what's-his-name'.
 2. The base dará is often used instead of the progressive dinadará in the expression 'What are you carrying?'.
-

DRILLS

-
1. Q. Ano an piggagamit mo sa pagsuurat mo?
- A. Lapis.
-

BIKOL TEXT

	Q.	surat	A.	lapis
		surat		balpen
		drowing		crayons
		limpia, kan salóg ‘floor’		floor wax
		hugas, kan plato		sabón ‘soap’
		korehir, kan mga tests mo		lapis na pula
		tukdo’, nin Math		Math for 6 grade
2.	Q.	Piggamit mo na ini?		
	A.	Da’i ko pa iyan piggagamit.		
	Q.	gamit, ini	A.	iyán
		gamit, si kotse ni Boy		ito
		inom, si tuba’		ito
		kakan, si batag		ito
		hanap, si sapatos mo		ito
		ku’a, si relo ko		ito
		bakal, an lapis na ini		iyán
		apod, si kuyan		ito
		basa, an Manila Bulletin		iyán
3.	Q.	Naggamit si Charito kaini?		
	A.	Da’i pa siya naggagamit kaiyan.		
	Q.	gamit, kaini	A.	kaiyan
		inom, kan tuba’		kaiyan
		kakan, kan balut		kaiyan

LESSON THIRTY-THREE

	basa, kan Manila Bulletin	kaiyan
	sine	
	simba	
	kakan	
4.	Q. Ta'no ta <u>binabasa</u> mo <u>ian</u> ?	
	A. <u>Nagaadal</u> kaya' <u>ako</u> .	
	Q. binabasa, iyan	A. nagaadal, ako
	ginagamit, si ballpen ko	nagsusurat, ako
	piggagamit, si lapis niya	nagdodrowing, ako
	pighahalat, si Tony	may problema, siya
	pighahanap, si Emma	may apointment, kami
	pigkakan, an mga batag	masiram, ini
	binabakal, an mga mangga	mahamis, iyan
5.	Q. Ano an dara mo?	
	A. <u>Maleta kan tugang ko</u> .	
	A. maleta kan tugang ko	
	libro kan maestro ko	
	papel	
	lapis ko	
	an mga baso	

BIKOL TEXT

6.	Q.	Ano an pigiiisip mo?
	A.	Pigiisip ko kon <u>sa'in ako makakan.</u>
	A.	sa'in ako makakan
		sa'in si Boy nagduman
		sa'in si Daisy nagkakakan
		sa'in ko binakal an lapis na ini
		ano an pigigigibo ni Romy
		ano an pighahanap ni Dan
		ano an binabasa mo
		ta'no ta naghali' si Jessie
		ta'no ta naghahalat si Magno sako'
		ta'no ta sinubli' ni Peachy an relo ko
		si'isay an nagsubli' kan libro ko
		si'isay an nagdigdi kaso-banggi
		pira an nagpuli' na
		pira an nagduman sa piknik
		pira an inimbitaran ni Romy

LESSON THIRTY-FOUR

Verbs Taking i- in the Infinitive

NEW CONTENT

1. Progressive tense of verbs taking i- in the infinitive: i- + R- + -in-

2. Time question: ánong aldáw 'what day?'

3. Time expressions like 'every day', 'every Monday', etc.

4. Adjectives:

<u>dipísil</u>	'difficult'
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<u>pásil</u>	'easy'
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5. Verb base:

<u>súrat</u>	
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<u>tukdó'</u>	
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Infinitive/command:

<u>isúrat</u>	<u>magsúrat</u>	'to write'
---------------	-----------------	------------

<u>itukdó'</u>	<u>magtukdó'</u>	'to teach'
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Progressive tense:

<u>isinusúrat</u>	
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<u>ipigsusúrat</u>	<u>nagsusúrat</u>
--------------------	-------------------

<u>itinutukdó'</u>	
--------------------	--

<u>ipigtutukdó'</u>	<u>nagtutukdó'</u>
---------------------	--------------------

PRESENTATION

1. Áno an isinusúrat mo?

Súrat sa mga magúrang ko.

BIKOL TEXT

What are you writing?

A letter to my parents.

2. Áno an ipigtutukdó' mo?

Énglish.

What are you teaching?

English.

3. Dipísil an ipigtutukdó' mo?

Bakó'. Pásil lang.

Is what you're teaching difficult?

No. It's easy.

4. Ánong aldáw mo ito ipigtutukdó'?

Aró-aldáw.

What day do you teach that?

Every day.

Substitute for the underlined phrase in the above presentation the following:

- | | |
|-------------------|-----------------|
| a. Lúnes-Lúnes | every Monday |
| b. múro-Mártes | every Tuesday |
| c. múro-Miérkoles | every Wednesday |
| d. húro-Huébes | every Thursday |
| e. búro-Biérnes | every Friday |
| f. sára-Sábado | every Saturday |
| g. dúro-Domínggo | every Sunday |

LESSON THIRTY-FOUR

NOTES

1. An alternate for 'every Monday' Lúnes-Lúnes and the other expressions is the use of the Spanish loan word káda: káda Lúnes 'every Monday', etc.

DRILLS

1. Q. Ano an isinusurat mo?

A. Surat sa mga magurang ko.

A. surat sa mga magurang ko

an homework ko

an essay

tula'

an lesson plan ko

surat sa amíga ko 'girlfriend'

2. Q. Ano an isinusurat mo saiya?

A. Tula'.

Q. isinusurat

A. tula'

itinutukdo'

Ingles

itinata'o

papel

iinuuli'

an bola niya

isinusurat

surat

3. Q. Ano an ipigtutukdo' ni Romy?

Ano an ipigtata'o ni Romy ki Emma?

A. Ingles.

Papel.

Q. ipigtutukdo'

A. Ingles

ipigtata'o, ki Emma

papel

BIKOL TEXT

ipigsusurat	surat sa amiga niya
ipiguuli', sa tugang mo	an ballpen niya
ipigbubugtak, diyan	baso

4. Q. Ano an ipighahapot ni Magno?

A. Kon ya'on ka pa digdi.

A. ya'on ka pa digdi

nagpuli' ka na

nagtutukdo' ka nin Math

naghahanap ka saiya

naghahalat ka ki Mr. Remo

nagaadal ka nin Bikol

nagpiknik ka na sa salog

nagdigdi ka kaso-banggi

5. Q. Anong aldaw ka nagtutukdo'?

A. Aro-aldaw.

Q. nagtutukdo'

nagsusurat sa amiga mo

nagkakakan nin maluto'

nagdidigdi

nagduduman

naglilimpia kan kuarto mo

nagsisimba

nagsisine

6. Q. Anong aldaw ka nagtutukdo'?

LESSON THIRTY-FOUR

A. Lunes-Lunes.

A. Lunes-Lunes
 muro-Martes
 muro-Miercoles
 huro-Huebes
 buro-Biernes
 sara-Sabado
 duro-Dominggo
 aro-aldaw

7. Q. Aro-aldaw mo ipigtutukdo' an English?

A. Da'i. Lunes-Lunes.

A. Lunes-Lunes
 muro-Martes
 Lunes saka Martes
 muro-Miercoles
 Lunes, Miercoles saka Biernes
 huro-Huebes
 buro-Biernes
 Martes, Huebes saka Sabado
 saro-Sabado
 duro-Dominggo

LESSON THIRTY-FIVE

Verbs Taking -an in the Infinitive

NEW CONTENT

1. Progressive tense of verbs taking -an in the infinitive: R-
+ -in- + -an

2. garó 'it seems', 'I guess'

3. gayód 'probably'

4. The locative as a focus of attention

5. Verb base:

súrat

súba

ádal

suél-do

Infinitive/command:

surátan

magsúrat

'to write to'

súba

magsúba

'to joke'

adálan

magadál

'to study'

sueldohán

magsuél-do

'to pay a salary'

Progressive tense:

sinusubáhan

pigsusubáhan

nagsusubá

sinusurátan

pigsusurátan

nagsusúrat

inaadálan

LESSON THIRTY-FIVE

pigaadalan

nagaadal

sinusueldohan

pigsusueldohan

nagsusueldo

PRESENTATION A:

1. Sí'isay an pigsusurátan mo?

Si mga magúrang ko.

Who are you writing to?

My parents.

2. Sí'isay an pigsusurátan niyá?

Garó si mga maguráng niyá.

Who is he writing to?

His parents, I guess.

3. Sí'isay an pigsusurátan niyá?

Máyo' man garó.

Who is he writing to?

It seems like no one.

PRESENTATION B:

4. Sinusubáhan ka lang.

Ní'isay?

Ni Dély.

BIKOL TEXT

You're only being kidded.

By whom?

Dely.

5. Nagsusubá na lang akó.

I'm only joking.

PRESENTATION C:

6. Áno an inaadálan niyá?

Bíkol gayód.

What is he studying?

Bikol, probably.

7. Áno an inaadálan kan mga áki' diyán?

Máyo' man gayód.

What are those children over there studying?

Probably nothing.

PRESENTATION D:

8. Sinusueldohán ka?

Iyó, sinusueldohán akó.

Do you receive a salary?

Yes, I receive a salary.

LESSON THIRTY-FIVE

DRILLS

1.	Q.	Si'isay an pignusuratan niya?
	A.	Garó si <u>mga magurang</u> niya.
	A.	mga magurang
		amiga
		maestro
		amá' 'father'
		iná' 'mother'
		tugang
2.	Q.	Si'isay an pignusuratan niya?
	A.	Mayo' man garó.
	Q.	pignusuratan
		pignusubahan
		pigiibahan
		pigiimbitaran
		pigtutukdo'an
		pignusueldohan
3.		Nagnusuba na lang ako?
		suba
		adal
		surat
		tukdo
		hapot
		kakan
		subli'

BIKOL TEXT

4.	Q.	Ano an inadalan niya?
	A.	<u>Bikol</u> gayod.
	A.	Bikol
		English
		Mathematics
		bowling
		basketball
		volleyball
		nutrition
		Commerce
5.	Q.	Ano an <u>inaadalan</u> niya?
		Si'isay an <u>sinusubahan</u> niya?
	A.	Bikol gayod.
		Si Jose gayod.
	Q.	inaadalan
		sinusubahan
		sinusuratan
		isininurat
		tinukdu'an
		itinutukdo'
		inibahan
		iniimbitaran
		kinokorehiran
6.	Q.	Sinus <u>ueldohan</u> ka?
	A.	<u>Iyo</u> . Sinus <u>ueldohan</u> ako.
		<u>Da'i</u> . Da'i ako sinus <u>ueldohan</u> .

LESSON THIRTY-FIVE

Q.	sueldo	A.	iyo
	sueldo		da'i
	suba		da'i
	surat		iyo
	surat		da'i
	imbitar		iyo
	tukdo'		iyo
	suba		iyo
	imbitar		da'i
	tukdo'		da'i

LESSON THIRTY-SIX

NEW CONTENT

1. Question word: gurá'no 'how much?'
2. Time expressions like 'daily', 'monthly', etc.
3. Numbers borrowed from Spanish: 10-100 by 10's
4. Adjectives:

<u>mayáman</u>	'rich'
<u>póbre</u>	'poor'

PRESENTATION A:

1. Pá'no an pagsuélido saímo?

Bulanán.

How do you get paid?

Monthly.

Substitute for the underlined word in the above presentation the following:

- | | |
|-----------------|-----------------|
| a. aldáwan | daily |
| b. por óra | hourly |
| c. káda semana | weekly |
| d. káda kinsína | every two weeks |

2. Sí'isay an nagsusuélido saímo?

An gobiérno.

Gurá'no an suélido mo?

Dos siéntos singkuénta an búlan.

LESSON THIRTY-SIX

Who pays you?

The government.

How much is your salary?

Two hundred and fifty a month.

Substitute for the underlined word in the above presentation the following numbers:

- | | | |
|----|------------|-------------|
| a. | béinte | twenty |
| b. | treínta | thirty |
| c. | kuarénta | forty |
| d. | singkúenta | fifty |
| e. | sa'isénta | sixty |
| f. | seténta | seventy |
| g. | otsénta | eighty |
| h. | nobénta | ninety |
| i. | siénto | one hundred |

3. Mayáman siyá?

Bakó'. Póbre.

Is he rich?

No. Poor.

PRESENTATION B:

4. Pá'no an paglúto' nin adóbo?

Índa. Da'í ko áram.

How do you cook adobo?

I don't know.

NOTES

1. The plural of siénto is siéntos. So it is un siénto for '100' but dos siéntos for '200'.
2. The Bikol number for 100 sanggatós is also used. gatós means '100', and sang is the abbreviated form of saró 'one' plus the linker -ng.

DRILLS

1. Q. Pa'no an pagsueldo saimo?

A. Bulanan.

A. bulanan

aldawan

por ora

kada kinsina

kada semana

2. Q. Pa'no an pagsueldo saiya?

A. Inda. Da'i ko aram.

Q. pagsueldo saiya

pagluto' nin adobo

pagadal nin Bikol

pagsurat saiya

pagtukdo' nin English

pagkakan nin balut

paggibo kan essay

pagduman sa Legazpi

pagsera kan bentana'

paghugas kan sapatos mo

paglimpia kan kotse niya

LESSON THIRTY-SIX

pagpundo nin kalesa
paggamit kaini
pagsubli' saiya

3. Q. Si'isay an nagsusueldo saimo?

A. An gobierno.

Q. sueldo saimo	A. an gobierno
adal kaini	si Jose
suba ki Daisy	an maestro niya
surat saindo	an mga magurang mi
tukdo' ki Benji	si Mr. Cruz
dara kan papel	an tugang niya
gamit kan ballpen ko	si kuyan
gibo nin lesson plan	ako
halat sako'	kami
hanap nin lapis	sinda

4. Q. Gura'no an sueldo mo?

A. Dos sientos singkuenta an bulan.

A. singkuenta
dies
beinte
treinta
kuarenta
singkuenta
sa'isenta
setenta

BIKOL TEXT

		otsenta	
		nobenta	
5.	Q.	Pira an pigtutukdu'an mo?	
	A.	<u>Beinte</u> .	
	A.	beinte	
		treinta	
		kuarenta	
		singkuenta	
		sa'isenta	
		setenta	
		otsenta	
		nobenta	
		siento	
6.	Q.	<u>Beinte</u> an pigsusuratan mo?	
	A.	Bako' <u>treinta</u> .	
	Q.	beinte	A. treinta
		treinta	kuarenta
		kuarenta	singkuenta
		singkuenta	sa'isenta
		sa'isenta	otsenta
		otsenta	nobenta
		nobenta	siento

LESSON THIRTY-SEVEN

Verbs Taking mag- in the Infinitive

NEW CONTENT

1. Progressive tense of verbs taking mag- in the infinitive: nag- + R-
2. kon minsan 'sometimes'
3. bihira 'rarely'
4. mga 'about'
5. kayá 'therefore'
6. Time question: piráng béses 'how many times'
7. Time expressions like kon Lunes 'on Mondays'
8. Time expressions like págka-aga 'in the mornings'
9. Verb base:

digdí

lakáw

Infinitive/command:

magdigdí

'to come here'

maglakáw

'to walk'

Progressive tense:

nagdidigdí

naglalakáw

PRESENTATION

1. Pírme siyá nagdidigdí?
Da'í. Kon minsan lang.

Does she always come here?
No. Just sometimes.

a. bihíra rarely

Depénde sa panahón.

It depends upon the weather.

Mga apát.

About four.

Kon Lúnes.

On Mondays.

Iyó. Páqka-áq.

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LESSON THIRTY-SEVEN

Yes. In the morning.

6. Naglalakaw siya pagdidigdi niya?

Iyó.

Does she walk (in coming) here?

Yes.

7. Harani lang an harong ninda, kaya' naglalakawsinda pagdidigdi.

Their house is very near, so they walk here.

NOTES

1. An alternate form of kon Lunes is pag-Lunes.

DRILLS

1. Q. Pirme siya nagdidigdi?

A. Da'i. Kon minsan lang.

Q. digdi

duman

adal nin Bikol

suba

surat sa amiga niya

tukdo' nin second year

basa kan Manila Bulletin

inom nin serbesa

subli' kan libro mo

halat ki Marilyn		
2.	Q.	Pirme siya nagdidigdi?
	A.	Da'i. Bihira.
	Q.	digdi
		apod saimo
		hapot kon ano an ngaran mo
		order nin mami
		sabi kaiyan
		bakal nin libro
		ku'a kan lapis mo
		gamit kan sapatos mo
		bugtak kan baso diyan
		ta'o nin papel saimo
3.	Q.	Pirme siya nagdidigdi?
	A.	Depende sa panahon.
	Q.	pirme siya nagdidigdi
	A.	panahon
		mayaman an mga Amerikano
		ta'o
		dipisil an inaadalan mo
		leksión 'lesson'
		magabat an mag libro mo
		libro
		masiram an luto' sa Pilipinas
		kakánon 'food'
		mahamis an magga sa Hawaii
		klase
		pirme siya naghahalat saimo
		aldaw

LESSON THIRTY-SEVEN

4.	Q.	Pirang beses siya nagdidigdi sa sarong semana?	
	A.	Mga <u>apat</u> .	
	Q.	digdi	A. apat
		duman	lima
		sine	tulo
		simba	duwa
		adal nin Bikol	walo
		subli' kan lapis mo	sampulo'
		sabi kaiyan	pito
		bakal nin ice cream	anom
		limpia kan kuarto mo	siyam
5.	Q.	Anong aldaw siya nagdidigdi?	
	A.	Kon <u>Lunes</u> .	
	Q.	digdi	A. Lunes
		duman sa Legazpi	Martes
		surat sa mga tugang niya	Mierkoles
		simba	Dominggo
		sine	Biernes
		gamit kan kotse mo	Huebes
		uli' kan mga bote saimo	Sabado
6.	Q.	Kon Lunes siya nagdidigdi?	
	A.	Iyo. Pagka- <u>aga</u> .	
	Q.	digdi	A. aga
		sine	hapon
		adal	banggi
		tukdo'	aga

BIKOL TEXT

	inom nin tuba'	hapon
	halat ki Marilyn	banggi
	puli'	aga
	korehir kan tests niya	hapon
	hugas kan kotse niya	banggi
7.	Q.	Naglalakaw siya pagdidigdi niya?
	A.	Iyo.
	Q.	digdi
		balik
		puli'
		sine
		simba
		duman
		eskuela
8.		Harani lang an harong ninda, kaya' naglalakw sinda pagdidigdi.
		digdi
		puli'
		sine
		simba
		duman
		eskuela

LESSON THIRTY-EIGHT

NEW CONTENT

1.	<u>máyo' pa</u> 'less than'	
2.	<u>sóbra na</u> 'more than'	
3.	<u>tagá sa'ín</u> 'where do you come from?'	
4.	Loc phrases equivalent to prepositional phrases:	
	<u>sa katá'id</u>	'next to'
	<u>sa atubángan</u>	'in front of'
	<u>sa likód</u>	'behind'
	<u>sa inótan</u>	'just before'
5.	Adjectives:	
	<u>magayón</u>	'pretty'
	<u>makanós</u>	'ugly'
6.	Verb base:	
	<u>istár</u>	
	Infinitive/command:	
	<u>magistár</u>	'to live'
	Progressive tense:	
	<u>nagiistár</u>	

PRESENTATION A:

1.	Sa'ín ka nagiistár?	
	Sa Bário San Róque.	
	Sa'ín sa San Róque?	
	Sa <u>katá'id</u> kan eskuelahán.	

BIKOL TEXT

Where do you live?

In Barrio San Roque.

Where in San Roque?

Next to the school.

Substitute for the underlined phrase in the above presentation the following:

- a. sa atubárgan kan sinéhan in front of the theater
b. sa likód kan simbáhan behind the church
c. sa inótan kan kámpo-sáto just before the cemetery

2. Káso-arín ka pa dumán?

Kan Agósto.

How long have you been there?

Since August.

3. Halóy ka dumán?

Iyó. Sóbra nang saróng ta'ón.

Have you been there a long time?

Yes. More than one year.

4. Halóy ka dumán?

Da'í. Máyo' pang saróng búlan.

Have you been there a long time?

No. Less than one month.

LESSON THIRTY-EIGHT

5. Magayón an haróng nindó?

Bakó'. Makanós.

Is your house pretty?

No. It's ugly.

PRESENTATION B:

6. Tagá sa'ín ka?

Tagá Amérika akó.

Sa'ín sa Amérika?

Sa New York.

Where are you from?

From America.

Where in America?

From New York.

NOTES

1. máyo' pang saróng búlan translates as 'less than one month' or 'not yet/even a month'.
2. Sa'ín ka nagiistár asks the question 'Where are you living now?' or 'Where are you staying?'. Tagá sa'ín asks the question 'Where are you from?'.
3. Other ways of asking 'Where do you live?' are Sa'ín ka nagpupulí' and Sa'ín ka nagdadágos?.

DRILLS

1. Q. Sa'ín ka nagiistar?

A. Sa Barrio San Roque.

Q. ka

BIKOL TEXT

	si Jim
	siya
	sinda
	si Mr. Cruz
2.	Q. Sa'in sa San Roque?
	A. Sa <u>kata'id</u> kan <u>eskuelahan</u> .
	A. kata'id, eskuelahan
	atubangan, sinehan
	likod, simbahan
	kata'id, munisípio 'town hall'
	atubangan, sa'od
	likod, kampo-santo
	kata'id, harong ni Romy
	inotan, kampo-santo
3.	Q. Haloy ka duman?
	A. <u>Iyo</u> . Sobra nang sarong ta'on.
	<u>Da'i</u> . Mayo' pang sarong bulan.
	A. iyo
	da'i
	da'i
	iyó
	iyó
	da'i
	da'i
	iyó
	iyó

LESSON THIRTY-EIGHT

da'i

4. Q. Taga sa'in ka?

A. Taga New York ako.

A. New York

Kansas

etc.

5. Q. Sa'in ka sa New York?

A. Sa New York City.

Q. New York

A. New York City

Kansas

Topeka

etc.

6. Q. Ano an itina'o mo saiya?

Si'isay an tina'wan mo nin lapis?

A. Lapis.

Si Jose.

Q. itina'o

tina'wan

inuli'

inuli'an

sinubli'

sinubli'an

dinara

dinarahan

binakal

binakalan

BIKOL TEXT

	inorder	
	inorderan	
7.	Q.	Ano an pigsabi niya saimo?
		Si'isay an <u>pigsabihan</u> niya na <u>makakan na kita</u> ?
	A.	<u>Makan na kita</u> .
		Ako.
	Q.	pigsabi
	A.	makakan na kita
		pigsabihan, makakan na kita
		pigsabi
		nagsine ka
		pigsabi
		nagkakan na si Boy
		pigsabihan, nagduman ako sa Legazpi
		pigsabihan, Taga New York ako
		pigsabi
		magayon an harong nindo
		pigsabihan, nagiistar si Daisy sa San Roque
		pigsabi
		pirme si Carlos nagdidigdi
		pigsabihan, kan Lunes siya nagsine
		pigsabihan, haloy ako sa San Roque
		pigsabi
		bihira siya nagsisine

LESSON THIRTY-NINE

NEW CONTENT

1. Numbers borrowed from Spanish: 200-1000 by 100's

2. Prepositional phrases:

<u>sa bályo</u>	'across/on the other side'
-----------------	----------------------------

<u>sa may</u>	'near'
---------------	--------

3. Adjectives:

<u>maugmá</u>	'happy/pleasant'
---------------	------------------

<u>mamundó'</u>	'sad/depressing'
-----------------	------------------

<u>matunínong</u>	'quiet'
-------------------	---------

<u>maribók</u>	'noisy'
----------------	---------

4. Verb base:

<u>eskuéla</u>	
----------------	--

Infinitive/command:

<u>mageSKUéla</u>	'to attend school'
-------------------	--------------------

Progressive tense:

<u>nageeskuéla</u>	
--------------------	--

PRESENTATION

1. Nageeskuéla ka?

Iyó, nageeskuéla akó.

Do you go to school?

Yes, I go to school.

2. Sa'ín ka nageeskuéla?

BIKOL TEXT

Sa Sta. Cruz Eleméntary.

Sa'ín iyán?

Sa bályo kan sálog.

Where do you go to school?

At Sta. Cruz Elementary.

Where's that?

On the other side of the river.

Substitute for the underlined phrase in the above presentation the following:

a. dumán sa may tuláy near the bridge

3. Pirá kamó dumán?

Mga kiniéntos.

How many of you are there (there)?

About 500.

Substitute for the underlined word in the above presentation the following:

- | | | |
|----|----------------|------|
| a. | dos siéntos | 200 |
| b. | tres siéntos | 300 |
| c. | kuátro siéntos | 400 |
| d. | kiniéntos | 500 |
| e. | sa'ís siéntos | 600 |
| f. | siéte siéntos | 700 |
| g. | ótso siéntos | 800 |
| h. | nuébe siéntos | 900 |
| i. | un mil | 1000 |
-

4. Maugmá diyán?

Bakó', mamundó'.

LESSON THIRTY-NINE

Is it pleasant there?

No, depressing.

5. Matunínong diyán?

Bakó', maribók.

Is it quiet there?

No, noisy.

NOTES

-
1. The Bikol number of 1000 sangríbo is used about as frequently as the Spanish loan. Ríbo means 'thousand' and the sáng is the abbreviated form of saróng meaning 'one'.
-

DRILLS

1. Q. Sa'in ka nageeskuela?

A. Sa Sta. Cruz Elementary.

Q. eskuela

adal

tukdo'

dara kan mga libro

kakan pagka-hapon

duman kon Lunes

gibo kan lesson plan mo

halat saiya pagka-aga

2. Q. Sa'in an Sta. Cruz Elementary?

BIKOL TEXT

A. Sa balyo kan salog.

A. salog

tinampó 'street, highway, road'

harong ni Sal

sa'od

munisipio

eskuelahan

simbahan

3. Q. Sa'in si Lita nagiistar?

A. Duman sa may tulay.

A. tulay

salog

sa'od

eskuelahan

munisipio

simbahan

harong ni Rosalinda

4. Q. Pira kamo duman sa Sta. Cruz Elementary?

A. Mga kinientos.

A. kinientos

siento

dos sientos

tres sientos

kuatro sientos

kinientos

sa'is sientos

LESSON THIRTY-NINE

	siete sientos	
	otso sientos	
	nuebe sientos	
	un mil	
5.	Q. <u>Un siento</u> kamo duman?	
	A. Bako'. <u>Dos sientos</u> .	
	Q. un siento	A. dos sientos
	dos sientos	tres sientos
	tres sientos	kuatro sientos
	kuatro sientos	kinientos
	kinientos	sa'is sientos
	sa'is sientos	siete sientos
	siete sientos	otso sientos
	otso sientos	nuebe sientos
	nuebe sientos	un mil
	un mil	un siento
6.	Q. Pira kamong <u>babayi sa pamilya</u> ?	
	A. <u>Tulo</u> .	
	Q. babayi sa pamilya	A. tulo
	lalaki sa pamilya	tulo
	aki' sa pamilya	apat
	eskuela sa high school	otso sientos
	magturúgang 'brothers and sisters'	siyam

BIKOL TEXT

	maestro sa eskuelahan	otsenta
	padi' sa simbahan	beinte
	katábang sa harong 'helpers'	lima
7.	Q. Ano an <u>ihinapot</u> mo ki Lita?	
	Si'isay an <u>hinapot</u> mo kon <u>anong oras ngunyan</u> ?	
	A. Kon <u>anong oras ngunyan</u> .	
	Si Lita.	
	Q. ihinapot	A. anong oras ngunyan
	hinapot, anong oras ngunyan	
	hinapot, pira kami sa eskuelahan	
	ihinapot	kinientos sinda sa eskuelahan
	hinapot, sa'in ako nageeskuela	
	ihinapot	taga sa'in siya
	ihinapot	kaso-arin pa siya sa Pilipinas
	hinapot, magayon an harong ninda	
	ihinapot	nagdigdi kaso-udma' si Dan
	hinapot, nagsusuba na lang siya	

LESSON FORTY

NEW CONTENT

1.	<u>Áno an edad mo?</u> ‘How old are you?’	
2.	<u>kaitó</u> ‘before’ ‘formerly’	
3.	<u>Komustá ka?</u> ‘How are you?’	
4.	<u>Komustá an ...?</u> ‘How is ...?’	
5.	<u>kan</u> ‘while’	
6.	<u>há’in</u> ‘where’	
7.	Verb base:	
	<u>urán</u>	
	<u>túrog</u>	
	<u>lakáw-lákaw</u>	
	Infinitive/command:	
	<u>magurán</u>	‘to rain’
	<u>magtúrog</u>	‘to sleep’
	<u>maglakáw-lákaw</u>	‘to go for a stroll’
	Progressive tense:	
	<u>naguurán</u>	
	<u>nagtutúrog</u>	
	<u>naglalakáw-lákaw</u>	

PRESENTATION A:

1.	Yá’on ka sa Sta. Cruz Eleméntary?	
	Kaitó. Ngunyán yá’on akó sa Céntral.	
	Are you over at Sta. Cruz Elementary?	

BIKOL TEXT

Formerly. Now I'm at Central.

2. Áno an grade mo?

Grade 2.

Áno an edad mo?

Siéte.

What grade are you in?

Grade 2.

How old are you?

Seven.

3. Komustá ka?

Maráy.

Komustá an pageeskuéla mo?

Dipísil.

How are you?

Fine.

How is school?/(How's your schooling?)

Difficult.

4. Há'in si Boy?

Yá'on sa eskuelahán.

Where's Boy?

Over there at school.

LESSON FORTY

PRESENTATION B:

-
5. Naguurán garó.
-
- Iyó, naguuran.
-
- It seems like it's raining.
-
- Yes, it's raining.
-

PRESENTATION C:

-
6. Kan siyá nagtatarám, nagaano ka?
-
- Nagtutúrog akó.
-
- While he was talking, what did you do?
-
- I was sleeping.
-

Substitute for the underlined phrase in the above presentation the following:

- a. Naglalakáw-lákaw I was walking around

NOTES

-
1. Há'in and sa'in when used in reference to present time are not basically very different, and their use is often the choice of the speaker. But if a difference is to be made then we may say that há'in asks for a more specific location than sa'in. The answer to sa'in is 'there'. The answer to há'in is 'over there' or 'over in the ...'. Há'in, however, is used only in reference to present time and when there is no verb in the sentence. Sa'in, on the other hand, is used with past, future, or progressive time and is usually accompanied in the sentence by a verb.
-

DRILLS

-
1. Q. Ano an grade mo?
-

BIKOL TEXT

A. <u>Grade 2.</u>		
	Q. grade	A. grade 2
	ngaran	si Jose
	edad	dies y otso
	pigiisip	mayo'
	piggigibo	mayo'
	pigkakan	batag
2. Q. Ya'on ka sa <u>Sta. Cruz Elementary</u> ?		
	A. Kaito. Ngunyan ya'on ako sa <u>Central</u> .	
	Q. Sta. Cruz Elementary	A. Central
	atubangan kan simbahan	may sa'od
	likod kan eskuelahan	may tulay
	may harong ni Daisy	balyo kan kampo-santo
	kata'id kan sinehan	Bario San Roque
	balyo kan salog	poblasyon 'center of town'
3. Q. Komusta <u>ka</u> ?		
	A. <u>Maray</u> .	
	Q. ka	A. maray
	si tugang mo	maray man
	an mga magurang mo	maray
	an sine sa Bichara	magayon

LESSON FORTY

	an piesta sa Legazpi	maray
	an piggigibo mo	da'ing data
	an pageeskuela mo	dipisil
	an pagtutukdo' mo	pasil
	an piknik nindo	da'ing data

4. Q. Ha'in si Momoy?

A. Ya'on sa bangko.

	Q. si Momoy	A. bangko 'bank'
	si baso ko	lamesa
	si lapis ta	kuarto ta
	si tugang mo	harong
	si Mr. Remo	eskuelahan
	an kasilyásan 'bathroom'	likod
	an kosina	may komedor

5. S. Naguuran garo.

Iyo naguuran.

	S. uran
	kakan, si Filimon
	adal, si Apolonia
	eskuela, si Angel
	suba, si Angela
	tukdo', si Marilyn
	halat, si Charito

BIKOL TEXT

	digdi, si Dan	
	apod, si Tom	
6.	Q. Kan siya nagtataram, nagaano ka?	
	A. Nagtuturog.	
	Q. taram	A. turog
	eskuela	trabáho 'work'
	adal	basa ako nin periód-diko 'newspaper'
	surat	surat man ako
	halat	lakaw-lakaw ako
	tukdo'	trabaho
7.	Q. Ki'isay mo <u>itina'o</u> an lapis?	
	Si'isay an <u>tina'wan</u> mo nin lapis?	
	A. Ki Tony.	
	Si Tony.	
	Q. itina'o	
	tina'wan	
	inuli'	
	inuli'an	
	sinubli'	
	sinubli'an	
	dinara	
	dinarahan	
	binakal	
	binakalan	
	inorder	

LESSON FORTY

inorderan

UNIT THREE

Infinitive/Command and Future Tense Regular Verb Series

Lessons 41-44	Verbs Taking <u>-on</u> in the Infinitive
Lessons 45-46	Verbs Taking <u>i-</u> in the Infinitive
Lesson 47	Verbs Taking <u>-an</u> in the Infinitive
Lessons 48-53	Verbs Taking <u>mag-</u> in the Infinitive

LESSON FORTY-ONE

Verbs Taking -on in the Infinitive

NEW CONTENT

1.	Future tense of verb taking <u>-on</u> in the infinitive: <u>R- + -on</u>	
2.	Future tense of verb taking <u>mag-</u> in the infinitive: <u>ma-</u>	
3.	<u>Síge</u> 'OK'	
4.	<u>abót</u> 'until', used with time expressions	
5.	<u>túlos</u> 'immediately'	
6.	<u>báka</u> 'might'	
7.	<u>kaipóhan</u> : to need something	
8.	Verb base:	
	<u>halát</u>	
	<u>pírit</u>	
	<u>simbág</u>	
	Infinitive/command:	
	<u>halatón</u>	<u>maghalát</u> 'to wait'
	<u>pirítón</u>	<u>magpírit</u> 'to force'
	<u>simbagón</u>	<u>magsímbag</u> 'to answer'
	Future tense:	
	<u>hahalatón</u>	<u>mahalát</u>
	<u>pipirítón</u>	<u>mapírit</u>
	<u>sisimbagón</u>	<u>masimbág</u>

PRESENTATION A:

1.	Halatón mo akó sa káto.
----	-------------------------

BIKOL TEXT

Síge. Hahalatón taká dumán.

Wait for me at the corner.

OK. I'll wait for you there.

2. Halatón mo akó abót alás diés.

Wait for me until ten.

PRESENTATION B:

3. Pirítón mo siyáng magibá.

Síge. Pipirítón ko siyáng magibá.

Force him to go along.

OK. I'll force him to go along.

PRESENTATION C:

4. Simbagón mo siyá túlos.

Tá'no?

Báka' may kaipóhan siyá.

Answer her immediately.

Why?

She might need something.

DRILLS

1. S. Halaton mo ako sa kanto.

A. Sige. Hahalatan taka duman.

LESSON FORTY-ONE

S.	ako	A.	taka
	si Baby		ko siya
	si Miss Santos		ko siya
	sinda		ko sinda
	kami		ko kamo
	an tugang ko		ko siya
	an mga amigo ta		ko sinda

2. S. Halaton mo ako sa eskuelahan.

A. Sige. Hahalaton taka duman.

S.	halaton, ako	A.	hahalaton taka
	darahon, ini		dadarahon ko iyan
	darahon, an maleta ko		dadarahon ko iyan
	gamiton, an librong ini		gagamiton ko iyan
	basahon, an librong ini		babasanon ko iyan
	gibohon, an essay mo		gigibohon ko iyan
	hanapon, si Mr. Liwag		hahanapon ko ito
	halaton, si Roby		hahalaton ko ito
	ku'anon, an tisa 'chalk'		kuku'anon ko ito
	apodon, si Loly		aapodon ko ito

3. S. Halaton mo ako abot alas dies.

A. Sige.

S.	dies
	nuebe

BIKOL TEXT

		otso y media
		(ala) una
		sa'is y media
		siete y media
		singko
		singko y media
4.	S.	Piriton mo siyang <u>magiba</u> .
	A.	Sige. Pipiriton ko.
	S.	magiba
		maghalat
		mageskuela
		magdigdi
		magadal
		magsurat saimo
		magkakan
5.	S.	Piriton mo <u>siyang</u> magiba.
	A.	Sige. Pipiriton ko.
	S.	siyang
		sindang
		si Mr. Liwag na
		an tugang mong
		an mga amigo mong
		an mga lalaking
		siyang
6.		<u>Simbagon</u> mo siya tulos.

LESSON FORTY-ONE

simbagon mo siya

darahon mo iyan

basahon mo iyan

inomom mo ini

hanapon ta

pundohon nindo

magduman ka

magdigdi ka

magsurat ka

7. S. Simbagon mo si Fely tulos.

Q. Ta'no?

A. Baka' may kaipohan siya.

S. simbago

hanap

apod

hapot

dara

bisita 'visit'

LESSON FORTY-TWO

NEW CONTENT

1. dápat 'should' 'ought to'
2. puéde 'please, is it possible'
3. tápos 'afterward' used as a connector
4. Verb base:

bisíta

hilíng

dangóg

patós

Infinitive/command:

bisitáhon

magbisíta

'to visit'

hilingón

maghilíng

'to look at'

dangogón

magdangóg

'to listen to'

patosón

magpatós

'to wrap'

Future tense:

bibisitáhon

mabisíta

hihilingón

mahilíng

dadangogón

madangóg

papatosón

mapatós

PRESENTATION A:

1. Dápat bisitáhon ta siyá sa ospítál.

Síge. Bibisitáhon ta.

We should visit him in the hospital.

LESSON FORTY-TWO

OK. Let's visit (him).

PRESENTATION B:

2. Hilingón mo si gámgám.

Look at the bird.

PRESENTATION C:

3. Dangogón mo an estación DZRB.

Tá'no?

May magayón na prográma dumán.

Listen to station DZRB.

Why?

There's a good program on it.

PRESENTATION D:

4. Púedeng patosón mo an pansít?

Puede.

Could you please wrap the pansit?

Certainly.

5. Patosón mo an pansít, tápos, darahón mo digdí.

Wrap the pansit, then bring it here.

DRILLS

1.	S.	Dapat bisitahon ta siya sa <u>ospital</u> .
	Q.	Ta'no?
	A.	Baka' may kaipohan siya.
	S.	ospital
		eskuelahan
		opisina
		tindahan
		harong
		banwa'an
2.		Dapat <u>bisitahon</u> ko siya.
		bisitahon ko siya
		patoson mo an pansit
		dangogon ta an estasion DZRB
		hilingon nindo an black board
		halaton ko si Baby
		darahon mo an páyong 'umbrella'
		gamiton ta an Tide
		simbagon mo siya tulos
		inomon ko si bulóng 'medicine'
3.		Dapat ka magadal.
		adal
		digdi
		simbag
		halat
		eskuela

LESSON FORTY-TWO

		surat saiya
		basa kan periodiko
		balik
		puli'
4.	Q.	Puedeng <u>patos</u> on mo <u>an pansit</u> ?
	A.	Puede.
	Q.	patos, an pansit
		bisita, si Miss Tobias
		pirit, si Benjie
		halat, ako
		dara, an maleta ko
		hanap, siya
		ku'a, an libro niya
		apod, si Mr. Cruz
5.	Q.	Puedeng <u>darahon</u> ko <u>an lapis</u> mo?
	A.	Puede.
	Q.	dara, an lapis mo
		dangog, an radio mo
		hiling, an retrato mo 'picture'
		bisita, si Tony
		inom, an serbesang ini
		kakan, an batag na ini
		ku'a, an lapis mo
		order, an pansit
6.	Q.	Puede akong mag <u>halat</u> digdi?

BIKOL TEXT

A.	Puede.
Q.	halat
	adal
	istar
	tukdo'
	basa
	kakan
	balik
	pundo
7.	<u>Patoson mo an pansit</u> , tapos, darahon mo digdi.
	patos, an pansit
	gamit, an ballpen ko
	gibo, an lesson plan mo
	bakal, an lapis
	ku'a, si paper niya
	pundo, an áyam niya 'dog'
	order, an ice cream

LESSON FORTY-THREE

NEW CONTENT

1.	<u>igwá</u> sentence to show possession		
2.	<u>máyo'</u> 'none' negative of <u>igwá</u> sentence		
3.	<u>má'pá</u> short form of <u>máyo'pa</u> 'not yet'		
4.	<u>má'ná</u> short form of <u>máyo'na</u> 'not any more'		
5.	<u>árog</u> like, in terms of 'like this' or 'like that'		
6.	Verb base:		
	<u>hapót</u>		
	Infinitive/command:		
	<u>hapotón</u>	<u>maghapót</u>	'to ask'
	Future tense:		
	<u>hahapotón</u>	<u>mahapót</u>	

PRESENTATION

1.	Hapotón mo siyá kon igwá siyáng pósporo. Síge. Hahapotón ko siyá.
	Ask him if he's got matches. OK. I'll ask him.
2.	Igwá kang pósporo? Igwá.
	Do you have matches? Yes.

BIKOL TEXT

3. Igwá kang pósporo?

Máyo'. Máyo' akóng pósporo.

Do you have matches?

No. I don't have any matches.

4. Igwá kang saróng árog kainí?

Má'pá.

Do you have one like this?

Not yet.

5. Igwá ka pang saróng árog kaiyán?

Má'ná.

Do you still have one like that?

Not any more.

DRILLS

1. S. Hapoton mo si Loly kon igwa siyang posporo.

A. Sige. Hahapoton ko siya.

S. posporo

papel

baso

kotse

problema

apointment

LESSON FORTY-THREE

miting

2. Q. Igwa kang posporo?

A. Igwa.

Q. posporo

papel

sigarilyo

baso

problema

apointment

miting

3. Q. Igwang posporo si Loly?

A. Igwa.

Q. posporo

kotse

tinidór 'fork'

kotsílyo 'knife'

kutsára 'soup spoon'

kutsaríta 'tea spoon'

pláto 'plate'

tása 'cup'

4. Q. Igwa kang posporo?

A. Iyo. Igwa akong posporo.

Mayo'. Mayo' akong posporo.

iyó

mayó'

BIKOL TEXT

mayo'

iyo

iyo

mayo'

mayo'

iyo

mayo'

5. Q. Igwa kang sarong arog kaini?

A. Ma'pa.

Q. sarong

papel na

platong

lapis na

tasang

basong

6. Q. Igwa ka pang sarong arog kaiyan?

A. Ma'na.

Q. kaiyan

kaini

kan lapis ko

kan kotse ko

kan baso niya

7. Arog siya kan maestro mo. 'She's like your teacher'.

kan maestro mo

LESSON FORTY-THREE

kan tugang niya
saimo
sako'
kan aki'
kan maestro
kan pádi' 'priest'
sainda

LESSON FORTY-FOUR

NEW CONTENT

1. tábi 'please'
2. patí 'too' 'also' 'even'
3. Preposed possessive phrase
4. Verb base:

háli'

hápit

áno

kakán

gámit

Infinitive/command:

halí'on magháli' 'to remove'

hapíton maghápit 'to fetch/to pick up'

anóhon magáno 'to do what with something'

kakanón magkakán 'to eat'

gamíton maggámit 'to use'

Future tense:

hahalí'on maháli'

hahapíton mahápit

aanóhon maáno

kakakanón makakán

gagamíton magámit

LESSON FORTY-FOUR

PRESENTATION A:

1. Halí'on mo tábi an báso sa lamésa.

Tá'no ta hahalí'on ko iyán?

Halí'on mo iyán ta mapuésto akó.

Could you please remove the glass from the table.

Why will I remove it?

Remove it because I'm going to set the table.

2. Halí'on mo patí an pláto.

Even remove the plate.

PRESENTATION B:

3. Hapítan mo na lang iyán.

Síge. Mabalík na lang akó.

Just drop by and pick it up.

OK. I'll be right back.

4. Aanóhon mo iyán?

Kakakanón.

What will you do with that?

(I'll) eat it.

PRESENTATION C:

5. Puédeng gamítan an sáimong páyong?

BIKOL TEXT

Puede.

May I use your umbrella?

Of course.

Substitute for the underlined word in the above presentation the following:

- | | | |
|----|----------|-----------|
| a. | sáiyang | his |
| b. | saindóng | your (pl) |
| c. | saindáng | their |

6. Gagamíton mo an satúyang páyong?

Iyó. Gagamitón ko.

Are you going to use our(incl) umbrella?

Yes. I'll use it.

Substitute for the underlined word in the above presentation the following:

- | | | |
|----|----------|------|
| a. | sakúyang | mine |
| b. | samúyang | our |

DRILLS

1. Hali'on mo tabi an baso sa lamesa.

hali', an baso, lamesa

hapit, an bulóng ‘medicine’, botíka ‘drug-store’

patos, an pansit, kosina

bisita, si Ida, ospital

halat, si Baby, kanto

LESSON FORTY-FOUR

	dara, an sapatos, kuarto
	gamit, ini, luwas
	inom, an serbesa, ibaba
	hanap, an lapis ko, ita'as
2.	<u>Hali'on</u> mo pati <u>an plato</u> .
	hali', an plato
	apod, si kuyan
	subli', an kotse
	hapot, si Mr. Santos
	bakal, an ballpen
	ku'a, an dakula'
	pundo, an motor
3. S.	<u>Hapiton</u> mo na lang <u>iyán</u> .
A.	Sige. Mabalik na lang ako.
S.	hapit, iyan
	hapot, si Mr. Reyes
	bisita, si Miss Cruz
	halat, ako
	dara, an sapatos mo
	gamit, ini
	ku'a, an sadit
	bakal, an pula
4. Q.	Aanohon mo iyan?
A.	<u>Kakakanon</u> .
A.	kakan

BIKOL TEXT

gamit
hapit
patos
dangog
hiling
dara
inom
bakal
subli'
ku'a

5. Q. Pudedeng gamiton an saimong payong?

A. Puede.

Q. saimong

saiyang

saindong

saindang

6. Q. Gagamiton mo an satuyang payong?

A. Iyo. Gagamiton ko.

Q. satuyang

sakuyang

samuyang

7. Q. Pudedeng gamit an payong mo?

A. Da'i puede.

Q. gamit

hapit

LESSON FORTY-FOUR

hali'
patoſ
hiling
dara
bakal
ku'a
subli'

LESSON FORTY-FIVE

Verbs Taking i- in the Infinitive

NEW CONTENT

1.	Future tense of verbs taking <u>i-</u> in the infinitive: <u>i-</u> + R-	
2.	<u>abót</u> 'until' used with places	
3.	<u>puéde</u> 'it is possible to'	
4.	Connector <u>péro</u> 'but'	
5.	<u>-on</u> adjective intensifier suffix 'very'	
6.	Adjective comparisons with <u>mas</u> 'more'	
7.	Adjectives:	
	<u>madiklóm</u>	'dark'
	<u>maliwánag</u>	'light'
	<u>présko</u>	'refreshing'
8.	Verb base:	
	<u>hatód</u>	
	<u>la'óg</u>	
	<u>luwás</u>	
	Infinitive/command:	
	<u>ihatód</u>	<u>maghatód</u> 'to escort'
	<u>ila'óg</u>	<u>magla'óg</u> 'to bring inside'
	<u>iluwás</u>	<u>magluwás</u> 'to bring outside'
	Future tense:	
	<u>ihahatód</u>	<u>mahatód</u>
	<u>ilala'óg</u>	<u>mala'óg</u>
	<u>iluluwás</u>	<u>maluwás</u>

LESSON FORTY-FIVE

PRESENTATION A:

1. Ihatód mo siyá abót sa estasión.

Síge. Ihahatod ko siyá.

Take him as far as the station.

OK. I'll take him.

PRESENTATION B:

2. Puédeng ila'óg an masétas?

Da'í puéde, madiklómon sa la'óg.

Can (I) take in the flowers?

No, it's too dark inside.

3. Maliwánag sa la'óg?

Iyó, péro mas maliwánag sa luwás.

Présko sa la'óg?

Iyó, péro mas présko sa luwás.

Is it light inside?

Yes, but it's lighter outside.

Is it airy inside?

Yes, but it's fresher outside.

4. Puédeng ila'óg mo an ikós, péro da'í mo puédeng ila'óg an áyam.

You can take in the cat, but you can't take in the dog.

NOTES

1. Hatód is used when you go with someone for the purpose of taking him somewhere. When you take the person by car it means 'to drive him to the place'. Therefore, the sentence in Presentation A may be translated as 'Drive him as far as the station'.
2. Da'í puéde is a polite way of saying 'no'. It means basically 'No, it's not possible'.

DRILLS

1. S. Ihatod mo siya abot sa estasion.

A. Sige. Ihahatod ko siya.

S. estasion

tulay

simbahan

eskuelahan

sentro

sa'od

2. Q. Puedeng ila'og mo an masetas?

A. Puede.

Q. la'og, an masetas

luwas, an masetas

bugtak, an masetas digdi

hatod, si Marilyn sa estasion

tukdo', an Mathematics

surat, an homework ko

ta'o, sako' an papel

uli', sako' an bola ko

LESSON FORTY-FIVE

3. Pwedeng ila'og mo an ikos, pero da'i mo pwedeng ila'og an ayam.

la'og, an ikos, an ayam

luwas, an bote, an baso

bugtak digdi, an period, an comma

hatod, si Daisy, si Charito

tukdo', an Math, an English

surat, an homework mo, an homework niya

4. Dapat ila'og mo an masetas ta mauran.

la'og, an masetas, mauran

luwas, an masetas, madiklomon sa la'og

hatod, si Benjie, mayo' siyang kaibanan

tukdo', an Math, mayong nagtutukdo' kaiyan

surat, an homework ko, mayo' akong oras

ta'o, an libro mo, matest siya

uli', an basketball, makawat kami

5. Ila'og mo tabi an masetas.

la'og

luwas

sakát 'take upstairs'

hílig 'take downstairs'

babá' 'lower'

alsá 'lift'

6. Madiklomon sa la'og.

madiklom, sa la'og

BIKOL TEXT

magayon, an programa
maribok, an mga aki'
mamundo', duman
makanos, an harong ninda
pasil, an pageeskuela
dipisil, an pagtutukdo' nin Ingles
magabat, an maleta mo
maalsom, an mangga na ini
mahamis, an dulce na ini 'dessert'
masiram, an ice cream

7. Q. Maliwanag sa la'og?

A. Iyo. Pero mas maliwanag sa luwas.

Q. liwanag, sa la'og	A. sa luwas
diklom, sa ita'as	sa ibaba'
tuninong, sa harong nindo	sa harong nindo
lipot, sa Chicago	sa Anchorage
gi'an, an maleta mo	an maleta mo
ugma, diyan	digdi
gayon, si Fely	si Dory

8. Q. Harayo' an Chicago?

A. Iyo. Pero mas harayo' an San Francisco.

Q. rayo' Chicago	A. an San Francisco
rani', an sine Sta. Cruz	an sine Bichara
langkaw, si Boy	si Bandung
baba', si Baby	si Emma

LESSON FORTY-SIX

NEW CONTENT

1. total 'after all'
2. ngáni used to make commands more polite
3. Future time question word: no-arín 'when'
4. Future time expressions: 'tomorrow' 'later' etc.
5. Loc phrases equivalent to the following prepositional phrases:

<u>sa táhaw</u>	'in the middle'
-----------------	-----------------

<u>sa gílíd</u>	'on the edge'
-----------------	---------------

<u>sa tangá'</u>	'in between'
------------------	--------------

6. Verb base:

bugták

isóg

ta'ó

ulí'

Infinitive/command:

<u>ibugták</u>	<u>magbugták</u>	'to put/place'
----------------	------------------	----------------

<u>iisóg</u>	<u>magisóg</u>	'to move near/farther'
--------------	----------------	------------------------

<u>ita'ó</u>	<u>magta'ó</u>	'to give'
--------------	----------------	-----------

<u>iulí'</u>	<u>magulí'</u>	'to return'
--------------	----------------	-------------

Future tense:

<u>ibubugták</u>	<u>mabugták</u>
------------------	-----------------

<u>iiisóg</u>	<u>maisóg</u>
---------------	---------------

<u>itata'ó</u>	<u>mata'ó</u>
----------------	---------------

<u>iuulí'</u>	<u>maulí'</u>
---------------	---------------

PRESENTATION A:

1. Sa'ín ko iní ibubugták?

Ibugták mo iyán sa táhaw kan lamésa.

Where shall I put this?

Put it in the middle of the table.

Substitute for the underlined phrase in the above presentation the following:

a. sa gílíd kan labábo

on the edge of the sink

b. sa tangá' kan duwáng kandíla

between the two candles

PRESENTATION B:

2. Iisóg mo ngáni an tukáwan.

Please move the chair a little closer/farther.

PRESENTATION C:

3. No-arín mo iyán itata'ó saíya?

Sa atyán.

When will you give that to her?

Later.

Substitute for the underlined phrase in the above presentation the following:

a. sa atyán na ága

later this morning

b. sa atyán na hápon

later this afternoon

c. sa atyán na banggí

later this evening

LESSON FORTY-SIX

4. Itata'ó mo iyan saíya?

Iyó. Totál, pára saíya man saná iyan.

Will you give that to her?

Yes. After all, that's just for her.

PRESENTATION D:

5. No-arín mo iyan iulí' ki Bécky?

Sa ága.

When will you return that to Becky?

Tomorrow.

Substitute for the underlined phrase in the above presentation the following:

- | | |
|-------------------|--------------------|
| a. sa ágang ága | tomorrow morning |
| b. sa ágang hápon | tomorrow afternoon |
| c. sa ágang bangí | tomorrow evening |

DRILLS

1. Q. Sa'in ko ini ibubugtak?

A. Ibugtak mo iyan sa tahaw kan lamesa.

A. tahaw, lamesa

gilid, lababo

tanga', duwang kandila

tahaw, salog

gilid, silya

tanga', duwang libro

BIKOL TEXT

<hr/>	
2.	<u>Iisog</u> mo ngani <u>an lamesa</u> .
	an lamesa
	an silya
	an baso
	an baso mo
	an plato niya
<hr/>	
3.	<u>Iisog</u> mo ngani <u>an lamesa</u> .
	iisog, an lamesa
	iuli', an bola niya
	ila'og, an masetas
	isakat, an silya
	ihilig, an baso mo
	ihatod, si Boy
	hali'on, an baso sa lamesa
	patoson, an pansit
	hilingon, an drowing ko
	halaton, ako
	darahon, digdi an libro ko
<hr/>	
4.	<u>Iisog</u> mo tabi <u>an lamesa</u> .
	isog, an lamesa
	uli' an libro niya
	ta'o, an papel ko saiya
	bugtak, an baso digdi
	baba', an duwang kandila 'take down'
	luwas, si ayam
<hr/>	

LESSON FORTY-SIX

		sakat, an silya
		hilig, an masetas
		hatod, si Baby abot sa estasion
5.	Q.	No-arin mo iyan itata’o saiya?
	A.	Sa <u>atyan</u> .
	A.	atyan
		atyan na aga
		atyan na hapon
		atyan na banggi
6.	Q.	No-arin mo iuuli’ an libro ki Jose?
	A.	<u>Sa aga</u> .
	A.	sa aga
		sa agang aga
		sa agang hapon
		sa agang banggi
7.	Q.	<u>Itata’o</u> mo iyan saiya?
	A.	Iyo. Total, para saiya man sana iyan.
	Q.	itata’o
		iuuli’
		isusurat
		itutukdo’
		darahon

LESSON FORTY-SEVEN

Verbs Taking -an in the Infinitive

NEW CONTENT

1.	The future tense of verbs taking <u>-an</u> in the infinitive: <u>R-</u> + <u>-an</u>		
2.	<u>tibá'</u> ad 'might'		
3.	<u>siémpre</u> 'of course' 'naturally'		
4.	Adjective comparatives with <u>pa</u> 'more'		
5.	Adjectives:		
	<u>matu'á</u>	'older'	
	<u>malúya</u>	'weak'	
	<u>makusóg</u>	'strong'	
	<u>maráy</u>	'good'	
	<u>mara'ót</u>	'bad' 'lousy'	
6.	Verb base:		
	<u>sábi</u>		
	<u>tábang</u>		
	<u>bantáy</u>		
	<u>báya'</u>		
	Infinitive/command:		
	<u>sabíhan</u>	<u>magsábi</u>	'to tell someone'
	<u>tabáangan</u>	<u>magtábang</u>	'to help'
	<u>bantayán</u>	<u>magbantáy</u>	'to watch over/guard'
	<u>bayá'an</u>	<u>magbayá'</u>	'to forget about doing something'
	Future tense:		

LESSON FORTY-SEVEN

<u>sasabíhan</u>	<u>masábi</u>
------------------	---------------

<u>tatabáangan</u>	<u>matábang</u>
--------------------	-----------------

<u>babantayán</u>	<u>mabantáy</u>
-------------------	-----------------

<u>bayá'an</u>	<u>mabayá'</u>
----------------	----------------

PRESENTATION A:

1. Sabíhan mo giráray siyáng magdigdí.

No-arín?

Ngunyán.

Tell him again to come here.

When?

Now.

PRESENTATION B:

2. Tatabáangan mo siyá?

Siémpre. Matu'á akó saíya.

Will you help him?

Of course. I'm older than he is.

3. Malúya siyá?

Bakó', makusóg. Péro makusóg pa akó saíya.

Is he weak?

No, strong. But I'm stronger than he is.

PRESENTATION C:

4. Bantayán mo tábi an máleta ko.

Tá'no?

Tibá'ad ha'bonón.

Please watch my valise.

Why?

It might get stolen.

PRESENTATION D:

5. Bayá'an mo si piggigíbo mo.

Tá'no?

Maráy da'á an pasáli sa Bichára.

Forget about what you're doing.

Why?

They say the movie at the Bichara is great.

6. Maráy an pasáli sa Bichára?

Bakó'. Mara'óton.

Is the movie at the Bichara good?

No. Lousy.

DRILLS

1. S. Sabihan mo giraray siyang magdigdi.

A. Sige. Sasabihan ko.

S. digdi

LESSON FORTY-SEVEN

duman

simba

sine

puli'

kakan

pundo

halat

2. S. Sabihan mo tabi si Emma na magdigdi.

Q. No-arin?

A. Ngunyan.

S. magdigdi

magsurat

iuli' an bola ko

ita'o saimo an bola

ibugtak sa lamesa an baso

isakat an maleta ko digdi

ihatod si Chito abot sa tulay

bisitahon mo ako sa harong

halaton mo ako sa kanto

darahon an maleta ko digdi

3. Q. Tatabangan mo si Ike?

A. Siempre.

Q. tatabangan

sasabihan

susuratan

tutukdo'an

BIKOL TEXT

susueldohan

iibahan

iimbitaran

kokorehiran

4. S. Bantayan mo pati an maleta ko.

A. Sige. Babantayan ko.

S. bantay, an maleta ko

baya', an pigigibo mo

tabang, si Ike

sabi, an tugang mo

tukdo', an grade 2

surat, an mga magurang ko

sera, an puerta

adal, an Tagalog

hugas, an mga baso

limpia, an sala

5. S. Bantayan mo an maleta ko.

Q. Ta'no?

A. Tiba'ad ha'bonon.

A. ha'bonon

hali'on

darahon

ku'anon

iluwas

isakat

LESSON FORTY-SEVEN

6. Baya'an mo si piggigibo mo, ta maray da'a an pasali sa Bichara.

piggigibo

pigpapatos

bigdadangog

pighahalat

pigkuku'a

ipigtutukdo'

ipigsusurat

pigaadalan

pigiibahan

pighuhugasan

7. Makusog pa ako saiya.

saiya

sa tugang mo

saimo

ki Vicky

ki Mr. Britanico

8. Makusog pa ako saiya.

ako, saiya

si Ginny, saiya

si Elsa, ki Fina

an maestro ko, sa maestro mo

siya, sako'

9. Makusog pa si Mike ki Boy.

BIKOL TEXT

	makusog
	maluya
	maribok
	magayon
	mayaman
	pobre
	magabat
	guapo
	halangkaw
	hababa'

LESSON FORTY-EIGHT

Verbs Taking mag- in the Infinitive

NEW CONTENT

1. Future tense of verbs taking mag- in the infinitive: ma-
2. kuárto meaning 'one fourth of an hour'
3. bá'go meaning 'before' in time sequence
4. Time expressions: parts of an hour, 3:05, etc.
5. sa: future time marker
6. pag: future time marker used to introduce hours
7. Verb base:

háli'

dumán

Infinitive/command:

magháli'

'to leave'

magdumán

'to go'

Future tense:

maháli'

madumán

PRESENTATION

1. No-arín ka madumán sa Legázpi?

Sa Lúnes.

When are you going to Legazpi?

On Monday.

BIKOL TEXT

Substitute for the underlined word in the above presentation the following:

a. Mártes etc. Tuesday etc.

b. Enéro etc. January etc.

2. Madumán akó sa Legázpi pag alás dos.

I'm going to Legazpi at two o'clock.

3. Ánong óras maháli' an bus?

Alás tres síngko.

What time does the bus leave?

At 3:05.

Substitute for the underlined word in the above presentation the following:

- | | |
|------------------------|-----------------------|
| a. diés | 3:10 |
| b. kuárto | a quarter after three |
| c. beínte | 3:20 |
| d. beínte síngko | 3:25 |
| e. y média | 3:30 |
| f. treínta y síngko | 3:35 |
| g. kuarénta | 3:40 |
| h. kuarénta y síngko | 3:45 |
| i. singkuénta | 3:50 |
| j. singkuénta y síngko | 3:55 |
-

4. Bá'go ka magháli', halaton mo si Chito.

Before you leave, wait for Chito.

LESSON FORTY-EIGHT

DRILLS

1.	Q.	Anong oras mahali' an bus?
	A.	Alas tres <u>singko</u> .
	A.	singko
		dies
		kuarto
		beinte
		beinte singko
		y media
		treinta y singko
		kuarenta
		singkuenta
		kuarenta y singko
		singkuenta y singko
2.		Maduman ako sa Legazpi pag alas <u>dos</u> .
		dos
		dos kuarto
		dos y media
		dos kuarenta y singko
		tres
3.		Ba'go ka maghali', <u>halaton</u> mo <u>siya</u> .
		halaton, siya
		simbagon, si Mr. Reyes
		hilingon, si Becky
		apodon, si Mike
		subli'on, an payong

BIKOL TEXT

		hali'on, an masetas sa kosina
		iuli', an lapis ko
		ila'og, an silya
		isakat, an mga libro mo
		bantayan, an maleta ko
		tabangan, si tugang ko
		serahan, an bentana'
4.	Q.	No-arin ka maduman sa Legazpi?
	A.	Sa <u>Lunes</u> .
	A.	Lunes
		Martes
		Mierkoles
		Huebes
		Biernes
		Sabado
		Dominggo
5.	Q.	No-arin ka mabalik digdi?
	A.	Sa <u>Enero</u> .
	A.	Enero
		Pebrero
		Marso
		Abril
		Mayo
		Junio
		Julio
		Agosto

LESSON FORTY-EIGHT

Setiembre

Oktobre

Nobiembre

Disiembre

6. Q. Mahali' na kita?

A. Da'i pa.

Q. hali'

puli'

duman

sakat

luwas

la'og

hilig

eskuela

kakan

7. Q. Puedeng magsakat si Mike?

Puede siyang magsakat?

A. Puede.

Puede.

Q. si Mike

siya

si Emma saka si Daisy

sinda

an tugang ko

ka ako

kamo

BIKOL TEXT

an amigo ko

kami

kita

LESSON FORTY-NINE

NEW CONTENT

1. sa masunód 'next' with time expressions
2. mga 'about' used with time expressions
3. aro-atyán 'just a little later' 'in a little while'
4. pag 'when' used with the future tense
5. bá'go 'before' in time sequence used with the past tense
6. Time expressions: e.g. 'five to four'
7. Verb base:

pulí'

síne

Infinitive/command:

magpulí'

'to go home'

magsíne

'to go to the movies'

Future tense:

mapulí'

masíne

PRESENTATION

1. No-arín ka mapulí'?

Sa masunód na semána.

When are you going home?

Next week.

Substitute for the underlined word in the above presentation the following:

BIKOL TEXT

- a. búlan 'month'
b. ta'ón 'year'

2. Ánong óras ka mapulí'?

Mga alás tres.

What time are you going home?

About three (o'clock).

3. Ánong óras ka mapulí'?

Síngko pára alás dos.

What time are you going home?

At five to two.

Substitute for the underlined word in the above presentation the following:

- a. diés.
b. kínse
c. beínte

4. Mapulí' ka na?

Iyó. Áro-atyán.

Are you going home now?

Yes. In just a little while.

5. Pagpulí' mo, maáno ka?

Masíne.

LESSON FORTY-NINE

When you go home, what will you do?

Go to the movies.

6. Pagpulí' mo, makakán ka?

Da'í. Bá'go ako nagdigdí, nagkakán akó.

When you go home, will you eat?

No. I ate before I came here.

DRILLS

1. Q. No-arín ka mapulí'?

A. Sa masunod na semana.

A. semana

bulan

ta'on

2. Q. Anong oras mapulí' si Carlos?

A. Mga alas tres.

A. tres

tres cuarto

tres y media

kuarenta y singko

kuatro

3. Q. Mapulí' ka na?

A. Iyo. Aro-atyan.

A. aro-atyan

BIKOL TEXT

mga ala una dies

mga alas kuarto beinte

mga alas singko beinte singko

mga alas sa'is

4. Q. Anong oras ngunyan?

A. Dies para alas onse.

A. dies

kinse

beinte

beinte singko

5. Ba'go ako nagpuli', nagkakan ako.

puli'

digdi

hali'

hilig

eskuela

tukdo'

piknik

abot

balik

iba

6. Ba'go ako nagpuli', ~~nagkakan~~ ako.

nagkakan ako

nagdigdi ako

nageskuela ako

LESSON FORTY-NINE

pigbantayan ko an maleta mo
 tinabangan ko siya
 sinabihan ko si Mike na magduman
 iinuli' ko saiya si bola niya
 ilina'og ko an bisikleta mo
 ilinuwas ko an ikos
 pinatos niya an pansit
 dinangog ko an programa
 pigbakal niya an relo

7. Q. Pagpuli' mo, maano ka?

A. Masine ako.

A. sine

bakal, nin serbesa

tabang, kan pamilya ko

uli', kan libro mo

balik, tulos

hápit 'drop in', sa harong nindo

adal, nin Bikol

surat, saimo

gibo, nin lesson plan

8. Q. Ano an itata'o mo ki Ike?

Si'isay an tata'wan mo nin essay.

A. An essay.

Si Ike.

Q. itata'o

tata'wan

BIKOL TEXT

isusurat
susuratan
iuuli'
uuli'an
kuku'anon
kuku'anan
haha'bonon
haha'bonan
dadarahon
dadarahan
susubli'on
susubli'an

LESSON FIFTY

NEW CONTENT

1. pag 'when' used with the past tense
2. Dual pronouns with ni
3. Masa'ín ka a common greeting 'Where are you going?'
4. Verb base:

bakál

káwat

sa'ín

ínót

Infinitive/command:

magbakál

bakalón

'to buy'

magkáwat

'to play'

magsa'ín

'to go where'

magínót

'to go first/ahead'

Future tense:

mabakál

makáwat

masa'ín

mainót

PRESENTATION A:

1. Maáno ka?

Mabakál akó nin gátas.

What are you going to do?

I'm going to buy milk.

Substitute for the underlined phrase in the above presentation the following:

a. Makáwat akó nin básketball. I'm going to play basketball.

2. Pagabót mo, nagáno ka?

Nagkáwat akó nin básketball.

When you arrived, what did you do?

I played basketball.

PRESENTATION B:

3. Masa'ín kamó ni Mariá?

Sa Legázpi.

Where are you and Maria going?

To Legazpi.

4. Masa'ín ka?

Mapulí' na akó.

Where are you going?

I'm going home.

5. Maínot na akó.

O síge.

I'll just leave ahead of you.

LESSON FIFTY

Oh, OK.

DRILLS

1. Q. Maano ka?

A. Mabakal ako nin gatas.

A. mabakal ako nin gatas

makawat ako nin basketball

mapuli' na ako

masine ako

masakat na ako

mahapit ako sainda

masimbag ako sainda

mapundo ako

maadal ako nin Commerce

2. Q. Masa'in ka?

A. Mapuli' na ako.

A. puli'

duman

inot

sine

simba

sakat

adal

3. Q. Masa'in kamo ni Maria?

A. Sa Naga.

Q. ni Maria

BIKOL TEXT

		ni Mr. Britanico
		kan tugang mo
		kan maestro nindo
		ni Miss Cruz
4.	Q.	Si'isay an maduman sa Legazpi?
	A.	<u>Kami ni Maria.</u>
	A.	kami ni Maria
		kami kan maestro mi
		sinda ni Boy
		sinda kan maestro ninda
5.		<u>Pagabot</u> mi, nagsine kami.
		abot
		puli'
		balik
		hilig
		luwas
		hali'
		digdi
6.		<u>Pagabot</u> mi, <u>nagsine</u> kami.
		nagsine kami
		nagkakan kami
		nagduman kami sa Legazpi
		pigtabangan mi si tugang niya
		pigsabihan kami ni Maria
		pigadalan mi an Bikol

LESSON FIFTY

	iiinuli' mi an libro niya
	pighapit kami ni Boy
	binisita mi si Carlos
	piginom mi an serbesa
	ginibo mi an lesson plan
7.	Dapat magdigdi si Mike ta mapuli' na kami.
	puli'
	duman
	hali'
	sine
	simba
	hilig
	kakan
	eskuela

LESSON FIFTY-ONE

NEW CONTENT

1. daw used to indicate that the intention is for another to do something

2. lalo 'more so' 'even more'

3. Adjectives:

mahál 'expensive'

baráto 'cheap'

4. Verb base:

lúnad

Infinitive/command:

maglúnad 'to ride'

Future tense:

malúnad

PRESENTATION A:

1. Sa'ín akó malúnad?

Maglúnad ka lang sa Alátco.

What/(Where) shall I ride?

Just ride on the Alátco.

2. Malúnad ka pagpulí' mo?

Iyó.

Will you ride (going) home?

LESSON FIFTY-ONE

Yes.

PRESENTATION B:

3. Áno an babakalón ko?

Magbakal ka nin gatas.

What shall I buy?

Buy milk.

4. Iká daw an magbakál nin gátas.

O síge.

You're the one who's supposed to buy milk.

Oh, OK.

5. Mahál iyán?

Bakó' baráto.

Is that expensive?

No it's cheap.

6. Mahál iyán sa Maníla'.

Lálo na digdí sa Nága.

That's expensive in Manila.

It's even more so here in Naga.

DRILLS

1. Q. Sa'in ako malunad?

A. Maglunad ka lang sa Alatco.

Q. lunad	A. Alatco
halat	estasion
duman	Legazpi
hapit	harong mi
hapot	eskuelahan
simba	Metropolitan Cathedral
sine	Bichara
kakan	moderna

2. Q. Malunad ka pagpuli' mo?

A. Iyo.

Q. puli'	
balik	
duman	
simba	
hali'	
sine	
digdi	

3. Q. Ano an babakalon ko?

A. Magbakal ka nin gatas.

Q. babakalon	A. gatas
gagamiton	lapis
hahapiton	bulong

LESSON FIFTY-ONE

dadarahon	libro
iuuli'	bola
itata'o, saiya	papel
itutukdo'	Bikol
aadalan	Bikol
huhugasan	plato
lilimpiahan	salog

4. S. Ika daw an mag**bakal nin gatas**.

A. O sige.

S. bakal, nin gatas

lunad, diyan

halat, saiya

bantay, sa harong ninda

tabang, sako'

hatod, ki Mr. Reyes

patos, kan pansit

sueldo, sa mga Amerikano

surat, sa Presidente

tukdo', nin Ingles

gibo, nin essay

5. S. **Mahal iyan sa Manila'**.

S. Lalo na **digdi sa Naga**.

S. mahal iyan sa Manila'

S. digdi sa Naga

barato iyan sa Naga

sa Manila'

maribok duman sa
High School

sa elementary

BIKOL TEXT

maalpog sa ita as	sa ibaba'
malipot sa la'og	sa luwas
harayo' an harong ni Boy	an harong ko
halangkawon si Benjie	si Totoy
magayonon si Judy	an tugang niya

6. Q. Ano an sasabihon mo saiya?

Si'isay an sasabihan mong magbakal nin gatas?

A. Magbakal nin gatas.

Si Peachy.

Q. sasabihon

A. magbakal nin gatas

sasabihan, magbakal
nin gatas

sasabihon

mahalat ka sa
eskuelahan

sasabihon

mapuli' ka na

sasabihan, tatabangan
ko siya

sasabihon

mahatod ka saiya
abot sa estasion

sasabihan, hahapiton
ko an bulong sa botika

sasabihan, masine ako

sasabihon

mapundo kang
magadal

sasabihan, mayaman
ako

LESSON FIFTY-TWO

NEW CONTENT

1.	<u>palán</u>	‘surprise recognition’	
2.	<u>lugód</u>		
3.	<u>húná ko</u>	‘I think’ ‘in my opinion’	
4.	Verb base:		
	<u>hatód</u>		
	<u>ibá</u>		
	<u>balík</u>		
	Infinitive/command:		
	<u>maghatód</u>	<u>ihatód</u>	‘to escort’
	<u>magibá</u>	<u>ibahán</u>	‘to go with’
	<u>magbalík</u>		‘to return’
	Future tense:		
	<u>mahatód</u>		
	<u>maibá</u>		
	<u>mabalík</u>		

PRESENTATION

1.	Sí'isay an mahatód saíya?
	Iká' palán.
	Who'll take her?
	It's you!
2.	Maibá ka samó'?

BIKOL TEXT

Síge. Maibá lugód akó saímo ta máyo' akóng
kaibánan digdí.

Will you come with me?

OK. I decided to/(I'll) go with you because there's
no one here to stay with.

3. Maháli' na akó.

No-arín ka mabalík?

Madalí' man saná áko.

I'll be leaving now.

When are you coming back?

I'll just be a little while.

4. Húna' ko, mabalík ka túlos.

Nagsímiba pa akó.

I thought you were/(will be) coming back immediately.

I (still) went to church.

DRILLS

1. Q. Si'isay an mahatod saiya?

A. Ika palan.

Q. hatod, saiya

bakal, nin gatas

lunad, diyan

halat, saimo

duman, sa Naga

LESSON FIFTY-TWO

	bantay, diyan	
	hapit, nin bulong	
	digdi, sa aga	
2.	Q. Ma <u>iba</u> ka saroo'?	
	A. Iyo. Ma <u>iba</u> lugod ako <u>saindo</u> ta mayo' akong <u>kaibanan</u> digdi.	
	Q. iba, samo'	A. saindo, kaibanan
	kakan, samo'	saindo, kakanon
	bakal, nin gatas	nin gatas, gatas
	puli'	kaibanan
	hapit, samo'	saindo, kaibanan
	hali'	kaibanan
	istar, samo'	kaibanan
	inom, sa moderna	sa moderna, serbesa
3.	S. Ma <u>hali'</u> <u>na</u> ako.	
	Q. No-arin ka mabalik?	
	A. Madali' man sana ako.	
	S. hali' na	
	hatod, ki Jose	
	bakal, nin posporo	
	tabang, sainda	
	bisita, ki Mr. Reyes	
	kakan, sa Moderna	

4. S. Sa huna' ko, mabalik ka tulos.

A. Nagsimba pa ako.

A. simba

sine

puli'

bakal, nin bulong

uli', nin bola

tukdo'

limpia

5. S. Sa huna' ko, matu'a siya sako'.

A. Da'i man.

S. matu'a siya sako'

maribok pa an harong mo sa harong ko

dipisil an pagtukdo' nin English

ba'go pa an bádo' mo 'clothes'

magabat ka pa saiya

halangkaw pa si Boy ki Totoy

matu'a si Charito ki Daisy

harani pa an sentro sa sine

gulpi an inimbitaran mo

6. Q. Ano an ihahapot mo ki Daisy?

Si'isay an hahapoton mo kon puede siyang maghatod sako'?

A. Kon mahatod siya saimo.

Si Daisy.

LESSON FIFTY-TWO

Q.	ihahapot	A.	mahatod siya saimo
	hahapoton, puede siyang maghatod sako'		
	ihahapot		mabalik siya tulos
	ihahapot		mabakal siya nin gatas
	hahapoton, puede akong magkakan digdi		
	hahapoton, puede siyang magtabang sako'		
	ihahapot		no-arin siya mabalik
	hahapoton, puedeng ila'og an masetas		
	ihahapot		harayo' an sentro
	hahapoton, puede kitang maghalat digdi		

LESSON FIFTY-THREE

NEW CONTENT

1.	Verb base used as command	
2.	<u>mú'na</u> 'first' (not in a series)	
3.	Adjectives:	
	<u>matíbay</u>	'good in doing something'
	<u>malúya</u>	'poor in doing something'
4.	Verb base:	
	<u>hanáw</u>	
	<u>tarám</u>	
	<u>dágos</u>	
	<u>túkaw</u>	
	<u>bulós</u>	
	Infinitive/command:	
	<u>maghanáw</u>	'to wash the hands or feet'
	<u>magtarám</u>	'to speak'
	<u>magdágos</u>	'to enter'
	<u>magtúkaw</u>	'to sit down'
	<u>magbulós</u>	'to get dressed'
	Future tense:	
	<u>mahanáw</u>	
	<u>matarám</u>	
	<u>madágos</u>	
	<u>matúkaw</u>	
	<u>mabulós</u>	

PRESENTATION A:

1. Sa'ín puédeng maghanáw?

Sa kosína.

Where can I wash up?

In the kitchen.

PRESENTATION B:

2. Matíbay siyáng magtarám nin Bíkol?

Bakó', malúya.

Is he good at speaking Bikol?

No, poor.

PRESENTATION C:

3. Dágos tábi.

Please come in.

4. Túkaw na.

Have a seat.

5. Halát mú'na ta mabulós akó.

Wait a minute (because) I'm just going to dress,

6. Madalí' akóng magbulós.

It'll just take me a few minutes to dress.

DRILLS

1. Q. Sa'in puedeng maghanaw?

A. Duman sa kosina.

Q. hanaw

A. kosina

tukaw

sála 'living room'

halat

balkón 'balcony'

lunad

Alatco

bakal nin
serbesa

sa'od

simba

Metropolitan
Cathedral

dagos

hotel

surat

lamesa

2. Q. Matibay siyang magtaram nin Bikol?

A. Bako', maluya.

Q. taram nin Bikol

kantá 'sing'

basketball

gibo nin essay

tukdo'

langóy 'swim'

surat nin drama

3. S. Dagos na tabi. Aapodon ko si Mike.

aapodon ko si Mike

LESSON FIFTY-THREE

	naghahalat saimo si Daisy
	mabalik tulos si Jose
	mahilig na si Marilyn
	nagla'og pa sana si Magno
4.	Tukaw na. <u>Nagkakakan</u> pa si Ben.
	nagkakakan pa si Ben
	mabalik tulos si Auring
	nagsa'od si Bert
	mahapit digdi si Benjie
	pighahalat ka ni Romy
5.	Halat mu'na. Madali' akong mag bulos .
	bulos
	kakan
	hanaw
	balik
	sa'od
6.	Halat mu'na ta ma bulos ako.
	bulos
	kakan
	hanaw
	balik
	hatod, saiya
	sa'od
	tabang, ki Carlos
	sakat

BIKOL TEXT

	hapit, ki Magno
7.	<u>Halat ka</u> mu'na, tapos, <u>magduman</u> .
	halat ka, magduman
	magsine ka, magdigdi
	maglunad ka, maglakaw
	magpuli' ka, magsimba
	ila'og mo, an lamesa, an mga silya
	ihatod mo, si Ben, si Tony
	hapiton mo, an bulong, an tinapay
	basahon mo, an libro, dalanon mo an sine 'look at/observe/watch'
	adalan mo, an Bikol, Tagalog
	suratan mo, si Totoy, si Tom

UNIT FOUR

General Structures

Lesson 54	Postposed Modification Structures With Verb Phrases
Lessons 55-57	<u>igwa</u> / <u>may</u> Sentences Showing Existence and Possession
Lesson 58	<u>gústo</u> 'to want/like', <u>habo</u> 'to not want/like'
Lessons 59-68	Additions to the Basic Sentence Structure

LESSON FIFTY-FOUR

Postposed Modification Structures with Verb Phrases

NEW CONTENT

-
1. Adjectives:

<u>pasá'</u>	'broken'
--------------	----------

<u>mabú'ot</u>	'good'
----------------	--------

PRESENTATION A:

-
1. Há'in si libróng sinublí' mo sakó'?

Yá'on sa kuárto ko.

Where is the book that you borrowed from me?

In my room.

PRESENTATION B:

-
2. Pasá' an bóteng ibinugták mo diyán?

Iyó, pasá'.

Was the glass you put there broken?

Yes, it was broken.

PRESENTATION C:

-
3. Mabú'ot an laláking iibáhan mo.

The fellow you're going with is a good (guy).

PRESENTATION D:

4. Pighahánap ka kan laláking nagdigdí káso-udmá’.

Someone came here looking for you yesterday./ (You were being looked for by the fellow who came here yesterday.)

DRILLS

1. Q. Ha’in si librong sinubli’ mo sako’?

A. Ya’on sa kuarto ko.

Q. librong

lapis na

papel na

basong

bisikletang

radiong

basketball na

2. Q. Ha’in si lapis na sinubli’ mo sako’?

A. Ya’on sa kuarto ko.

Q. sinubli’ mo sako’

pigbakal ko kaso-udma’

kinu’a mo sa kuarto ko

piggamit mo kaso-banggi

itina’o mo ki Ben

ipigbugtak ko digdi kaso-ba’go

dinara mo digdi kan sarong aldaw

ilina’og mo sa kuarto mo

binabantyan mo

LESSON FIFTY-FOUR

3. Q. Si'isay si ngaran kan pigsusuratan mo?

A. Si Ben.

Q. pigsusuratan
iniibahan
pighahalat
ipighahatod
tinatabangan
hinihiling
pigsusuedohan

4. Mabu'ot an lalaking iibahan mo.

iibahan mo
ihahatod mo sa estasion
hahalaton ta
tatabangan ta
bibisitahan mi
hahapiton mo sa eskuelahan
tutukdo'an mo nin Math

5. Pighahanap ka kan lalaking nagdigdi kaso-udma'

digdi kaso-udma'
iba saimo kaso-ba'go
subli' kan libro mo
hatod saimo digdi kaso-banggi
gamit kan balpen mo kaso-banggi
dara kan sapatos mo digdi

BIKOL TEXT

6.	Pighahalat ka kan babaying nagtutukdo' sa <u>Central High</u> .
	tukdo' sa Central High
	istar sa Bonifacio Avenue
	digdi kan lunes
	adal sa Ateneo
	sueldo saimo
	surat nin nobela
	gibo nin dictionrio
	puli' sa Bo. San Roque

LESSON FIFTY-FIVE

igwa/may Sentences Showing Existence and Possession

NEW CONTENT

1. igwá/may sentences with -on class verbs in the future
2. igwá/máyo' 'yes/no' answers to igwa/may sentences
3. máyo' diyán nin as contrasted to the linked form máyong
4. puéra pa 'besides'
5. puéra pa kaiyán 'besides that' 'in addition to'

PRESENTATION A:

1. May lápis ka?

Igwá./Máyo'.

Do you have a pencil?

Yes./No.

2. May lápis diyán?

Máyo' diyán nin lápis.

Is there a pencil there?

There's no pencil there.

PRESENTATION B:

3. May sasabíhon akó saímo.

BIKOL TEXT

Áno an sasabíhon mo?

Mahalát akó saímo sa haróng.

I have something to say to you.

What are you going to say?

I'll wait for you at the house.

4. Puéra pa kaiyán, may sasabíhon pa akó saímo.

Besides that, I have something else/(still) to say to you.

PRESENTATION C:

5. May kuku'ánon akó sa eskuelahán.

Áno an kuku' ánon mo?

An lesson plan ko.

I have something to get at school,

What are you going to get?

My lesson plan.

NOTES

-
1. Just as we can say, May lápis akó for Igwá akóng lápis, we can also say Igwá akóng sasabíhon saímo for May sasabíhon ako saímo.
-
2. Máyo' diyán nin lápis may also be Máyong lapis diyán. The second may be translated as 'The pencil's not there', and the first as 'There is no pencil there'.
-

DRILLS

1. Q. May lapis ka?

A. Igwa.

LESSON FIFTY-FIVE

Q. lapis
sigarilyo
tinidor
kotsilyo
kutsara
kutsarita
problema

2. Q. May miting ka?

A. Igwa.

Q. ka
si Mr. Reyes
si Miss Santos
si tugang mo
si maestro mo
si mga magurang mo
siya
sinda
kamo
kita

3. Q. May homework kita?

A. Iyo. May homework kita.

Mayo'. Mayo' kitang homework.

A. iyo
mayo'
mayo'
iyo

BIKOL TEXT

		mayo'
		iyo
		iyo
		mayo'
		iyo
		mayo'
4.	S.	May sasabihon ako saimo.
	Q.	Ano an sasabihon mo?
	A.	<u>Mahalat ako saimo sa harong.</u>
	A.	mahalat ako saimo sa harong
		madigdi giraray ako sa aga
		da'i ako mabalik digdi
		da'i ako puedeng magiba saimo sa aga
		bantayan mo tabi an maleta ko ta mahali' ako
		da'i mo pa ipiguuli' an lapis ko
		puedeng ila'og mo an mga silya?
		bisitahon mo tabi si Bill sa ospital
5.	S.	May <u>kuku'anon</u> ako sa <u>eskuelahan</u> .
	Q.	Ano an <u>kuku'anon</u> mo?
	A.	An <u>lesson plan</u> ko.
	S.	kuku'anon, eskuelahan
	A.	lesson plan
		babakalon, sa'od
		gatas
		hahapiton, botika
		bulong
		papatoson, kosina
		pansit
		dadangogon, television
		an baréta' 'news'
		gigibohon, harong
		maadal ako

LESSON FIFTY-FIVE

<hr/>	
6.	Puera pa <u>kaiyan</u> , igwa pang <u>saro</u> '.
	kaiyan, saro'
	sa serbesa, gin
	sa mga bisita sa ita'as, bisita sa ibaba'
	sa lapis, ballpen
	kaini, kaiyan
	ki Becky, sarong babayi
	ki Mr. Palma, bisita
<hr/>	

LESSON FIFTY-SIX

NEW CONTENT

1. igwá/may sentences with i-, -an and mag- class verbs in the future
2. Áno an gústong sabíhon kan ...? 'What is the meaning of ...?'
3. madyá na 'come here'

PRESENTATION A:

1. May ihahapót akó saímo.
Áno an ihahapót mo?
Áno an gústong sabíhon kan 'híppie'?
- I have something to ask you.
What are you going to ask?
What does 'hippie' mean?

PRESENTATION B:

2. May itata'ó ka saiya?
Igwá.
Áno an itata' ó mo?
Kuarta.
Do you have something to give him?
Yes.
What are you going to give?
Money.

LESSON FIFTY-SIX

3. Madyá na, may itata'ó akó saímo.

Áno?

Cándy.

Come here, I have something to give you.

What?

Candy.

PRESENTATION C:

4. Halát mú'na, may huhugásan akó sa kosína.

Áno an huhugásan mo?

An mga pláto.

Wait a second, I have something to wash in the kitchen.

What are you going to wash?

The plates.

PRESENTATION D:

5. May maabót?

Máyo'.

Is someone coming?

No.

6. May maabót?

Igwá.

Sí'isay an maabót?

BIKOL TEXT

Si Náncy.

Is there someone coming?

Yes.

Who's coming?

Nancy.

NOTES

1. Mári na may be used in place of madyá na for 'come here'.

DRILLS

1. Q. Ano an gustong sabihon kan 'hippie'?

A. Inda.

Q. hippie

A. inda

báyad

to pay

magmá'an ka

be careful

sáyang

what a shame/
waste

kuárta

money

2. S. May ihahapot ako saimo.

Q. Ano an ihahapot mo?

A. Ano an gustong sabihon kan 'hippie'?

A. ano an gustong sabihon kan 'hippie'

sa'in puedeng magku'a nin papel

sa'in puedeng maghanaw

may apointment ka sa atyan na hapon

puede akong magtukaw digdi

LESSON FIFTY-SIX

	puedeng	ila'og	mo	an	mga	silya
	puede	kang	magbalik	sa	atyan	na
		alas	kuatro			
	magayon	an	tugang	mo		
	tatabangan	mo	si	Carlos	sa	atyan
3.	Q.	May	<u>itata'o</u>	ka	ki	Marilyn?
	A.	Igwa.	Kuarta.			
	Q.	itata'o				
		iuuli				
		susublion				
		dadarahon				
		hahapiton				
		hahagadon	'to	ask	for'	
4.	S.	Halat	mu'na.	May	<u>huhugasan</u>	ako
				sa	<u>kosina</u> .	
	Q.	Ano?				
	A.	<u>An</u>	mga	plato.		
	S.	huhugasan,	kosina	A.	an	mga
		babasahon,			an	headline
		periodiko				
		kuku'anon,	kuarto		an	relo
		ko			ko	
		ibubugtak,	lamesa		an	note
					para	sa
					tugang	ko
		susuratan,	Manila		an	high
					school	ko
		seserahan,	sa	ita'as	an	mga
					bentana'	
		kokorehiran,	sa		an	mga
		eskuelahan			tests	

BIKOL TEXT

5. Q. May maabot?

A. Mayo'.

Q. abot

halat sako' duman

bayad nin pasahe para sako'

korehir kan tests mo

sine

simba

kakan

6. Q. May maabot?

A. Igwa. Si Boy.

Q. abot

digdi

duman sa legazpi

puli' na

hatod saimo sa kanto

hali' na

bantay kan maleta mo

LESSON FIFTY-SEVEN

NEW CONTENT

1. igwá/may sentences with the regular verb series, past and progressive tense
2. igwá/may sentences with modified verb phrases
3. igwá/may sentences with the benefactive para sa
4. básta 'as long as'

PRESENTATION A:

1. Si Jim?

May pigbabakál siyá.

And Jim?

He's buying something.

2. Há'in si Róby?

May ipiguulí' siyá.

Where's Roby?

He's returning something.

PRESENTATION B:

3. Mapulí' ka na?

Da'í pa. May pigkokorehirán pa akó.

Are you going home now?

Not yet. I'm still correcting something.

PRESENTATION C:

4. May nagkuku'á nin mápa pára saímo?

Máyo'. Máyo' pang nagkuku'á nin mápa pára sakó'.

Is someone getting a map for you?

No. No one's getting a map for me yet.

PRESENTATION D:

5. Da'í nagibá si Máгно?

Da'í. May pighahalát siyá.

Didn't Magno go along?

No. He had to wait for someone. (He had someone to wait for.)

PRESENTATION E:

6. Nagsa'ín ka káso-udmá'?

Tá'no?

May itina'ó akó saímo.

Where did you go yesterday?

Why?

I had something to give you.

7. Da'í ka nagdumán sa Legázpi?

Da'í. May pigtukdo'án akó digdí sa Nága.

LESSON FIFTY-SEVEN

Didn't you go to Legazpi?

No. I had to teach someone here in Naga./ (I had someone to teach here in Naga.)

PRESENTATION F:

8. May nagdigdí káso-bá'go?

Igwá, si Mr. Réyes.

Did someone come here a little while ago?

Yes, Mr. Reyes.

9. Madigdí ka?

Básta may kakánon.

Will you come (here)?

As long as there's food.

10. Madigdí ka?

Básta máyo' kitáng kokorehirán na tests.

Will you come (here)?

As long as we have no tests to correct.

DRILLS

1. Q. Si Jim?

A. May pigbabakal siya.

A. pigbabakal

BIKOL TEXT

ipiguuli'
 pigkokorehiran
 pigkuku'a
 pigsusubli' ki Jose
 ipighahatod sa estasion
 pigtatabangan
 pigbabantayan
 pigdadangog
 pigbibisita

2. Q. May nagkuku'a nin mapa para saimo?

A. Mayo'. Mayo' pang nagkuku'a nin mapa para sako'.

mapa
 libro
 baso
 papel
 plato
 tasa

3. Q. May nagkuku'a nin mapa para saimo?

A. Iyo na.

Q. ku'a, nin mapa
 bayad, nin pasáhe 'fare'
 korehir, kan tests
 bakal, nin serbesa
 order, ice cream
 limpia, kan kuarto
 bantay, kan harong

LESSON FIFTY-SEVEN

hanap, kan síngsing 'ring'

patos, kan pansit

hapit, bulong

hatod, ki Daisy

4. Q. Maku'a ka nin mapa?

A. Da'i na. May nagkuku'a na para sako'

Q. ku'a, nin mapa

bayad, nin pasahe

korehir, kan tests mo

bakal, nin serbesa

order, ice cream

limpia, kan kuarto mo

bantay, kan harong ninda

hanap, kan singsing mo

patos, kan pansit

hapit, nin bulong

hatod, ki Daisy

5. Q. Da'i nagiba si Magno?

A. Da'i. May pighalat siya.

A. pighalat

ipiguli'

pigku'a, sa Legazpi

pigbakal, sa sa'od

pigkorehiran

ipighatod, sa estasion

pigbantay

BIKOL TEXT

pigpatos

pigtukdo'an

6. Q. May nagdigdi kaso-ba'go?

A. Iyo. Si Mr. Reyes.

Q. digdi

abot

puli'

sine

simba

hali'

7. Q. Madigdi ka?

A. Basta may kakanon.

A. kakanon

babayi/lalaki

kuarta

serbesa

television

8. Q. Masine kita?

A. Basta mayo' kitang klase.

A. klase

miting

apointment

aadalan na Bikol

gigibohon

kokorehiran na tests

LESSON FIFTY-SEVEN

tutukdo'an na Peace Corps

9. Q. Ha'in si Baby?

A. May pigbabakal siyang serbesa.

A. pigbabakal, serbesa

ipiguuli', papel

pigkokorehiran, tests

pigsusubli', kuarta

ipighahatod, babayi sa estasion

pigtatabangan, Peace Corps

pigbabantayan, maleta

LESSON FIFTY-EIGHT

gústo 'to want/like', habó 'to not want/
like'

NEW CONTENT

- | | |
|----|-------------------------------------|
| 1. | <u>saró</u> meaning 'the other one' |
| 2. | Adjective: |
| | <u>paborító</u> 'favorite' |

PRESENTATION A:

- | | |
|----|----------------------------------|
| 1. | Gústo mong ice cream? |
| | Iyó. Paborító ko iyán. |
| | Do you want ice cream? |
| | Yes, it's my favorite. |
| 2. | Iní an gústo mo? |
| | Bakó', si saró'. |
| | Is this what/(the one) you want? |
| | No, the other one. |

PRESENTATION B:

- | | |
|----|-------------------------------------|
| 3. | Gústo mong magibá sakó'? |
| | Básta magkawat kitá nin basketball. |
| | Do you want to go with me? |

LESSON FIFTY-EIGHT

As long as we play basketball.

4. Gústo mong magkáwat nin basketball?

Habó'.

Do you want to play basketball?

No [I don't want to].

5. Gústo kong magibá siyá sakó'.

Péro?

Habó' siyá.

I want her to come with me.

But?

She doesn't want to.

6. Gústo kong magkakán ka nin ice cream.

Habó' ko.

I want you to eat ice cream.

I don't like [it].

NOTES

1. The difference between 'want' and 'like' depends upon the context of the sentence. The words gústo and habó' can mean either 'I want/don't want' 'I like/don't like'.
 2. In Bikol gústo and habó' can be followed by a ni or si class phrase. We can say Habó' ko or Habó' ako and Gústo ko or Gústo ako.
-

DRILLS

1.	Q.	Gusto mong <u>ice cream</u> ?	
	A.	Iyo. Paborito ko iyan.	
	Q.	ice cream	
		candy	
		tsokolate	
		cake	
		pansit	
		mami	
2.	Q.	Gusto mong mag <u>iba sako'</u> ?	
	A.	Iyo. Gusto kong mag <u>iba saimo</u> .	
	Q.	iba sako'	A. saimo
		iba ki Charito	saiya
		kawat nin basketball	
		duman sa Legazpi	
		tukdo' nin Math	
		lunad sa Alatco	
		tabang sako'	saimo
		hatod ki Boy sa estasion	
		puli'	
		bisita ki Nick	
3.	Q.	Gusto mong magkawat nin basketball?	
	A.	<u>Iyo</u> .	
		<u>Habo'</u> .	
	A.	iyo	
		habo'	

LESSON FIFTY-EIGHT

		habo'
		iyo
		habo'
		habo'
		habo'
		iyo
		habo'
4.	Q.	Gusto mong <u>ice cream</u> ?
	A.	Habo' kong <u>ice cream</u> .
		ice cream
		tsokolate
		mami
		magiba
		magtukdo' nin Math
		magtabang ki Angela
		puli'
5.		Gusto kong <u>gamiton an payong mo</u> .
		gamiton an payong mo
		imbitaran si Jose
		subli'on an lapis mo
		adalan an English
		limpiah an kuarto mo
		gibohon an essay
		tukdo'an an second grade
6.	Q.	<u>Ini</u> an gusto mo?

BIKOL TEXT

A.	Bako'. Si saro'.			
	Q.	ini	A.	si saro'
		iyen		si saro'
		si pula		si berde
		si dakula'		si sadit
		apat		tulo
		ining lapis		si saro'
		lapis		balpen
		iyen		ini
7.	Q.	Ini an gusto <u>mo</u> ?		
	A.	Bako'. Si saro'.		
	Q.	mo		
		niya		
		ni Magno		
		kan maestro mo		
		kan tugang mo		
		ni Mr. Reyes		
		ninda		
		nindo		
8.	Gusto kong magiba <u>iba siya sako'</u> .			
	iba siya sako'			
	iba ka saiya			
	kakan ka nin ice cream			
	kakan siya digdi			
	halat ka sako'			
	hanaw ka sa kosina			

LESSON FIFTY-EIGHT

		hatod ka ki Emma
		bakal nin gatas
9.		Gusto kong <u>ila'og mo an mga silya.</u>
		ila'og mo an mga silya
		hali'on mo an baso sa lamesa
		imbitaran niya si Jim
		halaton mo ako sa kanto
		bantayan mo an mga libro ko
		ibugtak mo digdi an plato
		korehiran mo an tests ko
		simbagon mo ako
		tabangan mo si Gilbert
10.	Q.	Gusto mong magiba sako'?
	A.	Basta mag <u>kawat</u> kita <u>nin basketball.</u>
	A.	kawat, nin basketball
		kakan, sa moderna
		bisita, ki Momoy
		inom, serbesa
		balik, tulos
		lunad, sa Alatco
		hapit, ki Tony
		halat, ki Totoy

LESSON FIFTY-NINE

Additions to the Basic Sentence Structure tata'ó 'to know'

NEW CONTENT

- | | |
|----|--|
| 1. | <u>si saró' sainda</u> 'one of them' |
| 2. | <u>abér daw</u> 'let's see' (e.g. what you can do) |

PRESENTATION

- | | |
|----|---------------------------------|
| 1. | Tata'ó kang magtarám nin Bíkol? |
|----|---------------------------------|

Iyó na.

Abér daw.

Do you know how to speak Bikol?

Yes.

Let's see.

- | | |
|----|------------------------|
| 2. | Tata'ó kang maglangóy? |
|----|------------------------|

Da'í pa.

Do you know how to swim?

Not yet.

- | | |
|----|--------------------------------|
| 3. | Sí'isay an tata'óng maglangóy? |
|----|--------------------------------|

Si saró' saindá.

Who knows how to swim?

LESSON FIFTY-NINE

One of them.

4. Tata'ó ka kan haróng ni Victória?

Da'i.

Do you know Victoria's house?

No.

DRILLS

1. Q. Tata'ó kang magtaram nin Bikol?

A. Iyo na.

Q. magtaram nin Bikol

maglangoy

magduman sa harong ko

magtukdo' nin math

magkorehir nin tests

magtawad 'bargain'

magpuli'

magdigdi hali' sa sa'od

magsuba

2. Q. Tata'ó kang magtaram nin Bikol?

A. Da'i pa.

Q. kang

si Magno na

siyang

kamong

si Daisy saka si Fely na

BIKOL TEXT

		sinda	
3.	Q.	Tata’o ka kan <u>harong ni Flo</u> ?	
	A.	Da’i ako tata’o.	
	Q.	harong ni Flo	
		tindahan ni Tsang Betty	
		eskuelahan ni Romy	
		klaseng manggang ini	
		klaseng télang ini ‘cloth’	
		ngaran niya	
		ngaran kan maestro ko	
4.	Q.	Si’isay an tata’ong <u>maglangoy</u> ?	
	A.	<u>Si saro’ sainda.</u>	
	Q.	maglangoy	A. si saro’ sainda
		magtaram nin Bikol	si Bill
		magduman sa harong ko	si Elvie
		magtawad	si saro’ satuya’
5.	Q.	Si’isay an tata’o kan <u>klaseng telang ini.</u>	
	A.	<u>Si saro’ kan mga amigo niya.</u>	
	Q.	klaseng telang ini	A. si saro’ kan mga amigo niya
		ngaran niya	si saro’ kan mga tugang ko
		tindahan ni Tsang Betty	ako
		eskuelahan ni Romy	si Jim

LESSON FIFTY-NINE

6.	Q.	Si'isay an gustong <u>ice cream</u> ?	
	A.	<u>Ako</u> .	
	Q.	ice cream	A. ako
		tsokolate	sinda
		magiba sako'	kami
		magtukdo' nin Math	si Tim
		magpuli'	si Dely
		magdangog sa tape recorder	kami ni Bill

LESSON SIXTY

kaipóhan 'to need'

NEW CONTENT

1. Adjectives:

hababá' 'low'

PRESENTATION A:

1. Kaipóhan ko an papél.

Tá'no?

Masurát akó.

I need a pencil.

Why?

I'm going to write.

2. Arín an kaipóhan mo?

Si saró' sa duwá.

Which do you need?

One of the two.

PRESENTATION B:

3. Kaipóhan magádal akó.

Tá'no?

Hababá' an márka ko.

LESSON SIXTY

I have to study.

Why?

My marks are low.

DRILLS

1. S. Kaipohan ko an papel.

Q. Ta'no?

A. Masurat ako.

S. papel

A. surat

kuarta

sa'od

baso

inom

plato

kakan

libro

adal

lapis

surat

sabon

karigos

radio

dangog, nin
programa

lesson plan

tukdo'

2. Q. Arin an kaipohan mo?

A. Si saro' sa duwa.

A. si saro' sa duwa

si dakula'

an maps

an baso

an bisikleta

si pula

si itom

BIKOL TEXT

	ini
	an ba'go
	asukar 'sugar'
	asin
3.	Kaipohan magadal <u>ako</u> .
	adal
	duman, sa Naga
	puli'
	hanaw
	sa'od
	halat
	karigos
	hagad
	tukaw
	bakal, nin papel
4.	Kaipohan magadal <u>ako</u> .
	ako
	ka
	kita
	kamo
	si Bob
	siya
	si Tony saka si Totoy
	sinda
	kami

LESSON SIXTY

5.	Kaipohan <u>gamiton ko an lapis mo.</u>	
	gamiton, an lapis mo	
	subli'on, an libro mo	
	isakat, an silya	
	ibaba', an maleta ko	
	ihatod, si Daisy sa simbahan	
	adalan, an Bikol	
	suedohan, an mga katábang ko 'helpers'	
	hapoton, si Dely	
	pundohan, an motor	
	inbitaran, si Miss Santos	
	serahan, an bentana'	
6.	Q. Kaipohan <u>gamiton mo an lapis ko?</u>	
	A. Iyo, kaipohan <u>ko.</u>	
	Q. gamiton mo an lapis ko	A. ko
	subli'on niya an libro ko	niya
	ku'anon ni Jim an baso	niya
	iuli' ni Baby an bisikleta	niya
	ibugtak mo digdi an maleta	ko
	limpiahan niya an cuarto ko	niya
	hanapon mo an ayam	ko
	gibohon mo an essay	ko
	suratan ni Melinda an mga magurang niya	niya

LESSON SIXTY-ONE

tápos 'finished/over'

NEW CONTENT

-
- | | |
|----|---|
| 1. | <u>madalí' na</u> 'in just a few minutes' |
|----|---|
-

PRESENTATION

-
- | | |
|----|-------------------------|
| 1. | Tápos ka nang magkakán? |
|----|-------------------------|
-

Iyó, tápos na.

Are you finished eating yet?

Yes, [I'm] finished.

-
- | | |
|----|-------------------|
| 2. | Tápos na an síne? |
|----|-------------------|
-

Iyó na./Da'í pa.

Is the movie over yet?

Yes./No.

-
- | | |
|----|--------------|
| 3. | Tápos ka na? |
|----|--------------|
-

Madalí' na.

Are you finished yet?

[I'll be] in just a few minutes.

DRILLS

-
- | | |
|----|----------------------------|
| 1. | Q. Tápos ka nang magkakan? |
|----|----------------------------|
-

LESSON SIXTY-ONE

A.	Iyo. Tapos na.
Q.	kakan
	simba
	sine
	adal
	kawat
	karigos
	hugas nin plato
	hanaw
	surat
2.	Q. Tapos <u>ka</u> na?
	Tapos na <u>siya</u> ?
A.	Madali' na.
Q.	ka
	siya
	si Eddie
	kamo
	kita
	si Mrs. Coronado
	sinda
3.	Q. Tapos na an <u>programa</u> ?
A.	Iyo na.
Q.	programa
	sine
	piggigibo mo
	ipigtutukdo' mo

BIKOL TEXT

		isinusurat mo
		misa 'mass'
		hinuhugasan
		pigkokorehiran mo
		piglilimpiahan mo
		klase
4.	Q.	Tapos mo nang <u>darahon an mga baso</u> ?
	A.	Da'i pa.
	Q.	darahon an mga baso
		subli'on an libro
		iuli' an lapis
		gamiton an balpen ko
		imbitaran an gabos
		hugasan an mga baso
		korehiran an mga tests
		iluwas an ikós 'cat'
5.	Q.	Tapos <u>mo</u> nang gamiton an lapis?
		Tapos na <u>niyang</u> gamiton an lapis?
	A.	Iyo na.
	Q.	mo
		niyang
		nindong
		ta
		ni Flo na
		niyang
		mo

LESSON SIXTY-TWO

áram 'to know'

PRESENTATION

1. Áram mo kon tá'no ta nagpulí' siyá?

Iyó. May apóintment siyá.

Do you know why she went home?

Yes. She has an appointment.

2. Áram mo kon sa'ín siyá nagaádal?

Da'í ko áram.

Do you know where she's studying?

No, I don't know.

3. Áram mo kon no-arín siyá maháli'?

Iyó. Pag-alás diés.

Do you know when she's going to leave?

Yes. At ten (o'clock).

4. Áram mo kon sí'isay an nagabót.

Iyó. Si Gínny.

Do you know who arrived?

Yes. It was Ginny.

BIKOL TEXT

5. Áram mo kon pirá an kinu'á niyá?

Da'í ko áram.

Do you know how many he got?

I don't know.

6. Áram mo kon gurá'no an kilo kan uríg?

Iyó, tres singkuénta.

Do you know how much a kilo of pork costs?

Yes, three fifty.

7. Áram mo kon kí'isay na lápis iní?

Iyó. Ki Becky iyán.

Do you know whose pencil this is?

Yes. It's Becky's.

8. Áram mo kon pá'no an paglúto' nin adóbo?

Da'í.

Do you know how to cook adobo?

No.

DRILLS

1. Q. Áram mo kon ta'no ta nagpuli' siya?

A. Iyo. May apointment siya sa atyan.

LESSON SIXTY-TWO

	Q.	nagpuli'	
		nagkakan na	
		naghali'	
		nagduman, sa Da'et	
		nagdigdi	
		naghahalat	
		naghuhugas, kan mga plato	
		nagbalik	
2.	Q.	Aram mo kon ta'no ta kinu'a niya an lapis ko?	
	A.	Gagamiton da'a.	
	Q.	kinu'a, an lapis ko	A. gagamiton da'a
		tinutukdo'an, an second grade	gusto niya da'a
		pigaapod, ako	Inda. Da'i ko aram.
		ipiguli', an libro ko	tapos na da'a
		pigbabantayan, an harong ta	pigsabihan da'a siya
		ipigla'og, an mga silya	mauran na da'a
3.	Q.	Aram mo kon ta'no ta da'i siya nagdigdi?	
	A.	Mayo' da'a siyang oras.	
	Q.	digdi	
		simba	
		sine	
		balik	
		duman, sa Manila'	

BIKOL TEXT

hugas, kan mga plato

4. Q. Aram mo kon sa' in siya nagaadal?

A. Iyo. Sa Manila'.

Q. nagaadal

nagduman

nagbakal kan sapatos niya

nagbakasi6n 'vacation'

nagtutukdo'

mapuli'

5. Q. Aram mo kon no-arin siya mahali'.

A. Iyo. Mga alas dies.

Q. siya mahali'

ako hahapiton

madigdi si Benjie

gagamiton niya ining balpen

ka mabalik

6. Q. Aram mo kon si'isay an nagabot?

A. Si Daisy garo.

Q. nagabot

maabot

inapod ni Peachy

sinubli'an niya kan lapis

iimbitaran niya

matukdo' saimo

nagiba saiya

LESSON SIXTY-TWO

7.	Q.	Aram mo kon pira an <u>kinu'a</u> niya?	
	A.	<u>Duwa</u> gayod.	
	Q.	kinu'a	A. duwa
		piggamit	saro'
		inimbitaran	gulpi
		aadalan niya	an gabos
		kinakan	lima
8.	Q.	Aram mo kon gura'no an <u>kilo kan urig</u> ?	
	A.	Iyo. <u>Tres singkuenta</u> .	
	Q.	kilo kan urgi	A. tres singkuenta
		bisikleta	nobenta
		lapis	salapi' '50 centavos'
		relo	siento singkuenta
		pasahe	dies lang
9.	Q.	Aram mo kon ki'isay na <u>lapis</u> ini?	
	A.	Iyo. <u>Ki Flo</u> iyan.	
	Q.	lapis	A. ki Flo
		libro	sako'
		kotse	saiya
		bisikleta	ki Roby
10.	Q.	Aram mo kon ano an <u>kinu'a</u> niya?	
	A.	<u>Lapis</u> garo.	
	Q.	kinu'a	A. lapis

BIKOL TEXT

	binakal	libro
	pigkorehiran	test's niya
	ipiguli'	baso mo
	pigaadalan	Bikol
11.	Q.	Aram mo kon pa'no an pagluto' <u>nin adobo</u> ?
	A.	Da'i.
	Q.	luto' nin adobo
		tukdo' nin New Math
		duman sa harong ninda
		surat nin Hebrew
		limpia nin kotse
		pagpuli'

LESSON SIXTY-THREE

máski

NEW CONTENT

1. máski sa'ín 'anywhere/wherever'
2. máski anó 'anything/whatever'
3. máski arín 'whichever'

PRESENTATION

1. Sa'ín an gústo mong magdumán?

Máski sa'ín.

Where do you want to go?

Anywhere.

2. Áno an gústo mong kakanón?

Máski anó.

What do you want to eat?

Anything.

3. Máski sa'ín ka magdumán, masuód akó.

Wherever you go, I'll follow.

4. Arín an gústo mong subli'ón?

Máski arín.

Which do you want to borrow?

Whichever.

DRILLS

1. Q. Sa'in an gusto mong magduman?

A. Maski sa'in.

Q. duman

halat

sine

bakal nin tela

kakan

tukaw

lunad

istar

tukdo'

piknik

2. Q. Ano an gusto mong kakanon?

A. Maski ano.

Q. kakanon

basahon

hagadon

ku'anon

itukdo'

gibohon

inomon

isurat

LESSON SIXTY-THREE

adalan

3. Q. Arin an gusto mong subli'on?

A. Maski arin.

Q. subli'on

bakalon

ita'o sako'

ibugtak diyan

tukdo'an

gamiton

dangogon

hapiton

4. Maski sa'in ka magduman, maiba ako.

duman

tukdo'

piknik

simba

sine

kakan

adal

5. Maski sa'in ka magduman, maduman man ako.

duman

adal

kakan

halat

lunad

BIKOL TEXT

	hanaw
	sine
	karigos
6.	Maski ano an <u>kakanon</u> mo, <u>kakakanon</u> ko man.
	kakanon, kakakanon
	inomon, iinomon
	itukdo', itutukdo'
	korehiran, kokorehiran
	bakalon, babakalon
	bantayan, babantayan
	ita'o saiya, itata'o
	gamiton, gagamiton
	isimbag, isisimbag 'answer'
	sabihon, sasabihon

LESSON SIXTY-FOUR

táma', salá' and kon

NEW CONTENT

1.	<u>táma'</u> 'right' 'correct'
2.	<u>salá'</u> 'wrong'
3.	Connector <u>kon</u> 'if'
4.	<u>lalo na</u> 'even more'
5.	Adjectives connected to a sentence
6.	Adjectives:
	<u>mainít</u> 'hot'
	<u>malípot</u> 'cold'

PRESENTATION A:

1.	Táma' an sinábi ko?
	Bakó', salá'.
	Is what I said correct?
	No, it's wrong.

PRESENTATION B:

2.	Kon may gigibóhon kitá, da'í akó maháli'.
	If we have something to do, I won't leave.
3.	Kon magkakán ka, mahalát akó sa sala.

If you eat, then I'll wait in the living room.

PRESENTATION C:

4. Dipísil na magádal kon malípot.

 Láo na kon maínit.

 It's hard to study if/when it's cold.

 It's even worse if/when it's hot.

DRILLS

1. Q. Tama' an sinabi' ko?

 A. Bako' sala'.

 Q. sinabi'

 ginibo

 pigkorehiran

 isinimbag

 pigadalan

 binasa

2. Kon may gigibohon kita, da'i ako mahali'

 gigibohon

 babakalon

 kuku'anon

 tutukdo'an

 huhugasan

 hahalaton

 aadalan

 tatabangan

LESSON SIXTY-FOUR

3. Kon magkakan ka, mahalat ako sa sala.

kakan

adal

basa

surat

hanaw

balik, tulos

hatod, saiya

eskuela

4. Kon magkakan ka, makkakan man ako.

kakan

sine

simba

duman, sa Da'et

halat

digdi, sa aga

iba, ki Jose

lakaw

lunad

puli'

balik

5. Kon iuli' mo an bola, iuuli' ko man.

iuli, an bola, iuuli'

subli'on, an kuarta, susubli'on

isimbag, saiya, isisimbag

BIKOL TEXT

		imbitaran, si Rosalinda, iimbitaran	
		limpiahan, an kuarto, lilimpiahan	
		luto'on, an adobo, luluto'on	
		halaton, si Tony, hahalaton	
		hanapon, an relo mo, hahanapon	
		kakanon, an balut, kakakanon	
6.	S.	Dipisil na magadal kon <u>malipot</u> .	
	S.	Lalo. na kon <u>mainit</u> .	
	S.	malipot	S. mainit
		hoben pa	gurang na
		mainit	maribok
		Biernes	Sabado
		may apointment ka	may problema

LESSON SIXTY-FIVE

kutá'

NEW CONTENT

1. kutá' with the future 'I would have but ...'
2. kutá' with the past 'I would have if ...'
3. iyó kutá' 'I would have'
4. kundí' 'but' alternate form of péro

PRESENTATION

1. Madigdí kutá' akó, kundí' nagurán.

I would have come here, but it rained.

2. Húna' ko, mabalík ka túlos.

Iyó kutá', kundí' nagsímba pa akó.

I thought you'd/(will) be coming back right away.

I would have, but I (still) went to church.

3. Nagdumán kutá' akó kon yá'on ka.

I would have gone if you were there.

DRILLS

1. Madigdi kuta' kami, kundí' naguran.

digdi

BIKOL TEXT

	piknik
	sine
	puli'
	lakaw
	duman, sa Sorsogon
	limpia, nin kotse
	halat
2.	<u>Susubli'on</u> ko kuta' an balpen, kundi' naghali' siya.
	susubli'on
	iuuli'
	itata'o
	dadarahon
	kuku'anon
	hahapiton
3.	<u>Aadalan</u> ko kuta' an Bikol, kundi' mayong oras.
	aadalan, an Bikol, oras
	babasahon, an Noli Me Tangere, libro sa library
	ihahatod, si Baby, tricycles
	babakalon, an serbesa, bote
	papatoson, an pansit, papel
	susuraton, si Dan, stationery
	huhugasan, an mga plato, sabon
4.	S. Sa huna' ko, mabalik ka tulos.
	A. Iyo kuta', kundi nagsimba pa ako.
	A. simba

LESSON SIXTY-FIVE

	sine
	adal
	lakaw-lakaw
	sa'od
	bakal, nin gatas
	hapit, ki Flo
	puli'
5.	S. Sa huna' ko, madali' ka man sana.
	A. Iyo kuta', kundi' <u>ipighatod</u> ko pa si <u>Boy</u> .
	A. ipighatod, si Boy
	tinukdo'an, si Jim
	iinuli', an bola ki Gilbert
	pighalat, si tugang ko
	pigbakal, an ice cream
	hinugasan, an mga plato
	pigibahan, si Charito
	ipighilig, an mga maleta niya
	hinapit, an pansit
	pigpatos, an bado' niya 'clothes'
6.	<u>Nagduman</u> kuta' ako, kon ya'on ka.
	duman
	puli'
	sine
	simba
	sa'od
	eskuela

digdi

LESSON SIXTY-SIX

pagkatápos 'afterward'

PRESENTATION

-
1. Pagkatápos mong maglínig, maglúto' ka.
-

After you finish cleaning, cook.

2. Pagkatápos kong nagkakán, nagsíne akó.
-

After I ate, I went to the movies.

3. Pagkatápos kan prográma, nagsa'ín ka?
-

Nagpulí' akó.

After the program, where did you go?

I went home.

DRILLS

-
1. Pagkatapos mong maglinig, magluto' ka na.
-

luto'

digdi

sa'od

adal

sine

hanaw

puli'

2.	Pagkatapos mong magsine, mag <u>halat</u> ka <u>sako'</u> halat, sako' balik, digdi duman, sa Legazpi bakal, nin periodiko lunad, sa Alatco tabang, sako'
3.	Pagkatapos mong magkakan, <u>hugasan</u> mo <u>an plato</u> . hugasan, an plato isakat, an silya iuli', an baso halaton, ako ibahan, si Ginny sa sine hali'on, an baso hilingon, si Boyet
4.	Pagkatapos <u>mong magadal</u> , iuli' mo an libro. mong magadal mong magbasa mo kaiyan mong magtukdo' mo kaini
5.	Pagkatapos <u>kong</u> nagkakan, nagsine <u>ako</u> . kong, ako ni Boyet na, siya

LESSON SIXTY-SIX

	niyang, siya
	nindang, sinda
	ming, kami
	tang, kita
	ni Angel na, siya
6.	Pagkatapos kong magkakan, <u>nagsine ako</u> .
	nagsine ako
	nagduman ako sa Legazpi
	nagdigdi ako
	nagsimba
	nagsa'od
	hinugasan ko an plato
	piglimpiahahan ko an kuarto ko
	iinuli' ko an baso
	pighalat taka
	pigbakal ko an asin
7.	Q. Pagkatapos kan <u>programa</u> , nagsa'in ka?
	A. Nagpuli' ako.
	Q. programa
	sine
	uran
	klase
	pamaháwan 'breakfast'
	pangudtóhan 'lunch'
	pamanggíhan 'supper'
	piknik

BIKOL TEXT

party

miting

LESSON SIXTY-SEVEN

émbes ‘instead of’

PRESENTATION

-
1. Émbes na magsurát ka, makinilyahón mo na lang.
-

Instead of writing, just type [it].

2. Émbes na akó magsíne, nagádal akó.
-

Instead of going to the movies, I studied.

DRILLS

-
1. Embes na magssine ka, magdigdi ka na lang.
-

sine

puli’

tukdo’

simba

adal

sa’od

2. Embes na ako magssine, nagadal ako.
-

sine, adal

lunad, lakaw

simba, digdi

puli’, duman, sa sa’od

duman ki Tim, duman, ki Rosalinda

kakan, túrog ‘sleep’

3. Embes na gamiton mo an lapis, gamiton mo na lang an ballpen.

gamiton, an lapis, an ballpen

limpiahan, an kuarto mo, an kuarto ko

basahon, an Brave New World, an 1984

inomon, an serbesa, an coke

halaton, ako, si Cely

tukdo’an, an second grade, an first

imbitaran, si Cely, si Loly

4. Embes na gamiton ko an lapis, piggamit ko an ballpen.

gamiton, an lapis, an ballpen

itukdo’, an Math, an English

iuli’, si pula, si puti’

hugasan, an mga baso, an mga plato

ibahan, si Berta, si Gloria

LESSON SIXTY-EIGHT

dáwa 'even if', apisár 'in spite of',
mabalós dumán 'thank you for'

PRESENTATION A:

-
1. Dáwa' ka maghibí', da'í akó maibá sanímo.
-

Even if you cry, I won't go with you.

2. Dáwa magurán, madigdí akó.
-

Even if it rains, I'll come (here).

PRESENTATION B:

-
3. Apisár na tinukdo'án ko siyá, may 'zero' man giraray
siyá sa test.
-

In spite of the fact that I taught her, she got a zero again
on the test.

PRESENTATION C:

-
4. Mabalós dumán sa itina'ó mo sakó'.
-

Thanks for what you gave me.

DRILLS

-
1. Dawa' ka maghibi', da'i ako maiba saimo.
hibi'
-

BIKOL TEXT

sine
digdi
bayad
halat
lunad
lakaw
piknik

2. Dawa' maguran, madigdi kami.

digdi
piknik
sa'od
kawat nin basketball
eskuela
duman sa Sorsogon
halat saindo

3. Dawa' da'i sinda magdigdi, lilimpiahan ta an harong.

lilimpiahan, an harong
huhugasan, an mga plato
hahalaton, sinda
susubli'on, an bisikleta
babakalon, an serbesa
ihihilig, an mga silya
iimbitaran, sinda

4. Dawa' mo siya piriton, da'i siya matukdo'.

piriton

LESSON SIXTY-EIGHT

bayadan

imbitaran

ibahan

apodon

suratan

sueldohan

hapiton

tabangan

5. Apisar na naguran, nagpiknik kami.

nagpiknik kami

nagsimba ako

naghapit kami ki Lita

nagpuli' siya

naghali' sinda

piglimpiahan mi an kotse

ipighatod niya ako sa eskuelahan

pighalat taka

da'i ko pigsubli' an payong

6. Mabalos duman sa itina'o mo sako'.

itina'o

itinukdo'

kinu'a

dinara

sinabi

isinurat

7.	Mabalos duman sa <u>pigkorehiran</u> mo para sako'
	pigkorehiran
	pigsubli'
	pigbakal
	pigpatos
	piggibo
	piglimpiahahan

UNIT FIVE

The Ability/Accident Series

Lessons 69-79	The Ability/Accident Infinitive Affixes: <u>maka-,ma-</u> for Verbs Taking <u>mag-;-on</u> in the Regular Series
Lesson 80	The Accident Infinitive Affixes: <u>maka-,ma-</u> for Verbs Taking <u>mag-, i-</u> in the Regular Series
Lessons 81-83	The Ability/Accident Infinitive Affixes: <u>maka-,ma- + -an</u> for Verbs Taking <u>mag-,-an</u> in the Regular Series
Lessons 84-85	The Locative Affix <u>-an</u> with the Ability/ Accident Series: <u>ma- + -an</u>
Lesson 86	The Ability Infinitive Affixes: <u>maka-,ika-</u> for Verbs Taking <u>mag-, i-</u> in the Regular Series
Lessons 87-90	The Ability/Accident Infinitive Affix: <u>maka-</u> for Verbs Taking <u>mag-</u> in the Infinitive
Lessons 91-92	Continuing State Affix: <u>naka-</u>

LESSON SIXTY-NINE

mag-, -on Verbs Taking the Infinitive maka-,ma- in the Ability/Accident Series

NEW CONTENT

1.	Past tense of verbs taking <u>ma-</u> in the infinitive: <u>na-</u>		
2.	Progressive tense of verbs taking <u>ma-</u> in the infinitive: <u>na-</u> + R-		
3.	Adjectives:		
	<u>malúya</u>	'low'	
	<u>makusóg</u>	'loud'	
	<u>malúmlúm</u>	'gloomy' 'overcast'	
	<u>maliwánag</u>	'light'	
4.	Verb base:		
	<u>hilíng</u>		
	<u>dangóg</u>		
	Infinitive/command:		
	<u>mahilíng</u>	<u>makahilíng</u>	'to see'
	<u>madangóg</u>	<u>makadangóg</u>	'to hear'
	Past tense:		
	<u>nahilíng</u>	<u>nakadangóg</u>	
	<u>nadangóg</u>	<u>nakadangóg</u>	
	Progressive tense:		
	<u>nahihilíng</u>	<u>nakakahilíng</u>	
	<u>nadadangóg</u>	<u>nakakadangóg</u>	

PRESENTATION A:

1. Áno an nadangóg mo?

Nadangóg ko na maháli' na sindá.

What did you hear?

I heard that they're about to leave.

2. Nadangóg mo na an prográma sa DZRB?

Da'í ko pa itó nadadangóg.

Have you heard the program yet on DZRB?

I haven't heard it yet.

3. Makusóg an rádio?

Bakó' malúya.

Is the radio loud?

No, it's low.

PRESENTATION B:

4. Áno an nahilíng niyá dumán?

An mga maéstro mi.

What did he see there?

Our teachers.

5. Nahilíng mo na si Bóyet?

Iyo. Pírme ko siyá nahihilíng sa cafetéria.

LESSON SIXTY-NINE

Have you seen Boyet yet?

Yes. I always see him in the cafeteria.

6. Maliwánag an panahón?

Bakó'. Malúblúm.

Is it a clear day?

No. It's overcast.

DRILLS

1. Q. Ano an nadangog mo?

A. Nadangog ko na mahali' na sinda.

A. mahali' na sinda

madigdi si Presidente Marcos

habo' niyang magadal nin Bikol

tata'o siyang magtaram nin French

pagkatapos kan training mapuli' siya

kaipohan niya an volunteers

gusto niyang magiba satuya'

may ihahapot siya sato'

naghahalat siya sako'

da'i siya matabang ki Peachy

habo' ni Bob na mageskuela

2. Q. Si'isay an nahiling mo diyan?

Ano an nahiling mo diyan?

A. Nahiling ko an mga maestro mi.

BIKOL TEXT

Nahiling ko an Mayon.

A. an mga maestro mi
an Mayong
an mga amigo ni Benjie
si Jessie
an zoo
an mga babayi
si Presidente Nixon
an banwa'an
an kapito'lio 'capitol'
an tugang ko

3. Q. Nadangog mo na an programa sa DZRB?

A. Da'i. Da'i ko pa ito nadadangog.

Q. an programa sa DZRB
an kantang Sarong Banggi
si Presidente Marcos
an sinabi ni Boy
an ihinapot

4. Pirme ko siya nahihiling sa cafeteria.

cafeteria
harong ni Magno
simbahan
sine
eskuelahan
banwa'an

LESSON SIXTY-NINE

5.	Pirme ako nahihiling <u>ni Daisy</u> .	
	ni Daisy	
	ni Miss Santos	
	kan maestro ko	
	kan mga amigo ko	
	ni Terry	
6.	Q. <u>Makusog</u> an <u>radio</u> ?	
	A. Bako' <u>maluya</u> .	
	Q. makusog, radio	A. maluya
	maliwanag, panahon	malumlum
	tama', sinabi' ko	sala'
	hababa', marka mo 'grade'	halangkaw
	mahal, gatas	barato
	maray, pasali sa Bichara	mara'oton
	mayaman, mga magurang mo	pobre

LESSON SEVENTY

NEW CONTENT

1. Past and progressive tense of verbs taking maka- in the infinitive: naka- and nakaka-

2. Loc phrases equivalent to the following prepositional phrases:

<u>sa irárom</u>	'underneath'
------------------	--------------

<u>sa ibábaw</u>	'on top of'
------------------	-------------

3. Adjectives:

<u>mahi'bóg</u>	'thick'
-----------------	---------

<u>mahimpís</u>	'thin'
-----------------	--------

<u>hali'pót</u>	'short'
-----------------	---------

<u>haláwig</u>	'long'
----------------	--------

4. Verb base:

<u>ku'á</u>

<u>bása</u>

Infinitive/command:

<u>maku'á</u>	<u>makaku'á</u>	'to find/to be able to get'
---------------	-----------------	-----------------------------

<u>mabása</u>	<u>makabása</u>	'to be able to read'
---------------	-----------------	----------------------

Past tense:

<u>naku'á</u>	<u>nakaku'á</u>
---------------	-----------------

<u>nabása</u>	<u>nakabása</u>
---------------	-----------------

Progressive tense:

<u>nakuku'á</u>	<u>nakakaku'á</u>
-----------------	-------------------

<u>nababása</u>	<u>nakakabása</u>
-----------------	-------------------

LESSON SEVENTY

PRESENTATION A:

1. Sa'ín mo iyán naku'á?

Sa irárom kan tukáwan.

Where did you find that?

Under the chair.

Substitute for the underlined phrase in the above presentation the following:

a. sa ibábaw kan lamésa on top of the table

2. Sí'isay an nakaku'á kan lápis ko?

Si Jim.

Who found my pencil?

Jim.

PRESENTATION B:

3. Arín an nabása mo?

An mahi'bóg.

Which were you able to read?

The thick one.

Substitute for the underlined word in the above presentation the following:

a. mahimpís thin

4. Hali'pót an istória?

Bakó', halawígon.

Is the story short?

No, very long.

5. Da'í siyá nakakabása.

She can't read.

NOTES

1. haláwig means the length of time needed to do something. The length of time spent somewhere is halóy.

DRILLS

1. Q. Sa'in mo naku'a an lapis mo?

A. Sa irarom kan tukawan.

A. irarom, tukawan

ibabaw, lamesa

irarom, notebook ko

irarom, bado' ko

ibabaw, lababo

irarom, sapatos ko

ibabaw, papel

ibabaw, libro mo

2. Q. Nabasa mo na an 'Making of the President 1960'.

A. Iyo. Nabasa ko na.

Q. 'Making of the President 1960'

'Grapes of Wrath'

LESSON SEVENTY

‘Noli Me Tangere’

etc.

3. Q. Nahiling mo si Jim?

A. Iyo. Nahiling ko ito.

Da'i. Da'i ko ito nahiling.

A. iyo

da'i

da'i

iyo

da'i

da'i

iyo

iyo

da'i

4. Q. Sa'in mo ito nahiling?

A. Sa eskuelahan.

Q. hiling

dangog

basa

ku'a

5. Q. Si'isay an nakaku'a kan lapis mo?

A. Si Daisy.

Q. lapis

libro

bisikleta

BIKOL TEXT

ballpen

notebook

lesson plan

6. Q. Si'isay an nakaku'a kan lapis mo?

A. Si Charito.

Q. ku'a, kan lapis mo

ku'a, kaini

basa, kan 'Grapes of Wrath'

dangog, kan programa sa DZRB

hiling, kan tugang ko

hiling, kan Mayon

hiling, kaito

basa, kan 'Nole Me Tangere'

dangog, kan sinabi niya

7. Q. Si'isay an nakahiling kan tugang ko?

A. Si Mr. Palma.

Q. kan tugang ko

kan ayam ko

kan mga magurang ko

sainda

ki Jose

ki Mr. Reyes

saiya

sainda

satuya'

LESSON SEVENTY

8.	Da'i siya <u>nakakabasa</u> .
	nakakabasa
	nakakadangog
	nakakahiling
	nakakaku'a kan lapis niya
	nakakahiling saindo
	nakakadangog kan sinsabi mo

LESSON SEVENTY-ONE

NEW CONTENT

1. Infinitive/command and future tense of verbs taking ma- in the infinitive: ma- and ma- + R-
2. Infinitive/command and future tense of verbs taking maka- in the infinitive: maka- and makaka-
3. puéde used with the ability series to connote a more polite request
4. báka' 'it might be' with the infinitive

5. Adjectives:

<u>masákit</u>	'difficult'
----------------	-------------

<u>madalí'</u>	'easy'
----------------	--------

<u>imposíble</u>	'impossible'
------------------	--------------

<u>basóg</u>	'full'
--------------	--------

6. Verb base:

bása

úbos

Infinitive/command:

<u>mabása</u>	<u>makabása</u>	'to be able to read'
---------------	-----------------	----------------------

<u>maúbos</u>	<u>makaúbos</u>	'to be able to finish/consume'
---------------	-----------------	-----------------------------------

Future tense:

<u>mababása</u>	<u>makakabása</u>
-----------------	-------------------

<u>mauúbos</u>	<u>makakaúbos</u>
----------------	-------------------

PRESENTATION A:

1. Puédeng mabása iyán?

LESSON SEVENTY-ONE

Iyó, puéde.

Can [I] read that?

Yes, of course.

2. Puéde siyáng makabása kaiyán?

Iyó, puéde.

Can he read that?

Certainly.

3. Masákit na mabása iyán?

Bakó'. Madalí' lang.

Is it difficult to read that?

No. It's easy.

4. Da'í ka makakabása kon máyo' kang libró.

You won't be able to read if you have no book.

PRESENTATION B:

5. Báka' maúbos iyán.

Imposible.

That might get used up.

Impossible.

BIKOL TEXT

6. Naúbos mo na iyán?

Da'í pa. Uubóson ko lang.

Could you finish that?

Not yet. I'll (just) finish it [later].

7. Da'í ko ito mauúbos ta basóg pa akó.

I won't be able to finish that because I'm still full.

NOTES

1. Maúbos is the ability/accident series form of the base úbos. Ubóson is the regular series form.

DRILLS

1. Q. Pudedeng mabasa an libro mo?

A. Iyo. Puede.

Q. basa

ku'a

subli'

gamit

bakal

2. Q. Puede siyang makabasa kan libro mo?

A. Iyo. Puede.

Q. makabasa

makaku'a

makabakal

LESSON SEVENTY-ONE

makagamit

makasubli'

makauli', sa sarong aldaw

3. Q. Masakit na mabasa iyan?

A. Bako'. Madali' lang.

Q. basa

gamit

gibo

hiling

order

ku'a

patos

4. S. Baka' maubos mo an mani.

S. Imposible. Da'i ko ito mauubos ta basog pa ako.

S. maní 'peanuts'

ice cream

batag

karne 'meat'

maluto'

candy

tsokolate

5. S. Baka' mahiling mo si Fina sa Manila'.

S. Baka'.

S. hiling, si Fina

basa, an 'Noli Me Tangere'

BIKOL TEXT

		ku'a, an libro mo	
		gibo, an essay	
		bakal, an sapatos	
6.	Q.	<u>Naubos</u> mo na iyan?	
	A.	Da'i pa. <u>Uuboson</u> ko lang.	
	Q.	naubos	A. uuboson
		nabasa	babasahon
		nahiling	hihilingon
		nadangog	dadangogon
		nagamit	gagamiton
		nakakan	kakakanon
		naku'a	kuku'anon
7.		Da'i ka makakabasa kon mayo' kang <u>libro</u> .	
		basa, libro	
		hiling, teleskópio 'binoculars'	
		hanaw, sabon	
		dangog, radio	
		eskuela, libro	
		surat, lapis	
		tukdo', klase	
		gibo nin lesson plan, oras	

LESSON SEVENTY-TWO

NEW CONTENT

1.	<u>da'í bále</u> 'it doesn't matter' 'never mind'		
2.	<u>tápos na</u> 'finished/completed'		
3.	Verb base:		
	<u>tápos</u>		
	<u>risá</u>		
	Infinitive/command:		
	<u>matápos</u>	<u>makatápos</u>	'to be able to finish/complete'
	<u>marisá</u>		'to notice'

PRESENTATION A:

1.	Natápos mo na iyán?
	Iyó. Tápos na iyán.
	Could you finish that yet?
	Yes. It's finished.
2.	Da'í ko pa itó natatápos.
	Da'í bále.
	I still haven't finished that.
	It doesn't matter.
3.	Nakatápos siyáng maglínig?

Da'í pa.

Has she been able to finish cleaning yet?

Not yet.

PRESENTATION B:

4. Narisá mo na itó?

Iyó. Narisá ko itó.

Did you notice that?

Yes. I noticed it.

DRILLS

1. Q. Nakasine ka na?

A. Iyo na.

Q. sine

simba

sa'od

kakan

hanaw

luwas

simbag

hapot

hagad

adal

2. Q. Nakatapos siyang maglinig?

A. Iyo. Tapos na.

LESSON SEVENTY-TWO

	Q.	linig
		kakan
		tukdo'
		basa
		surat
		sine
3.	S.	Da'i ko pa ito natat <u>apos</u> .
	A.	Da'i bale.
	S.	tapos
		basa
		ubos
		ku'a
		bakal
		risa
		gamit
		patos
		hapit
4.	Q.	Ano an ihahapot mo ki Ida?
	A.	Kon <u>natapos</u> na niya <u>an istoria</u> .
	A.	tapos, an istoria
		basa, an istoria
		risa, an babayi
		ku'a, an lapis niya
		subli', an balpen
		gibo, an essay
		gamit, an ba'gong sapatos

BIKOL TEXT

5.	Q.	Ano an sinabi mo ki Nick?
	A.	Naubos ko <u>an</u> mani.
	A.	ubos, an mani
		hiling, an maestro niya
		ku'a, an libro ko
		basa, an essay niya
		dangog, an programa sa estasion DZRB
		hapit, an bulong
6.	Q.	Ano an isinimbag mo sa maestro mo?
	A.	Da'i pa ako nakakat <u>apos</u> .
	A.	tapos
		ku'a kan libro ko
		dangog kan programa
		basa kan istoria
		simbag
		gamit kan teleskopio

LESSON SEVENTY-THREE

NEW CONTENT

1. sa hiling ko 'as I see it' 'from what I've seen'

2. tibá'ad 'it might be' with the infinitive

3. Adjectives:

matagás 'hard'

malúmoy 'soft'

halába' 'long'

hali'pót 'short'

maráy 'well'

makulóg 'pained' 'it hurts'

bá'go 'new'

matapó' 'worn'

mabú'ot 'good'

pílyo 'bad' 'naughty'

4. Verb base:

ra'ót

bári'

ípit

basá'

pasá'

Infinitive/command:

mara'ót 'to break down'

makara'ót 'to ruin (accidentally)'

mabári' 'to get broken'

BIKOL TEXT

<u>makabári'</u>	'to break (accidentally)'
<u>maípit</u>	'to get crushed'
<u>makaípit</u>	'to crush (accidentally)'
<u>mabasá'</u>	'to get wet'
<u>makabasá'</u>	'to wet something (accidentally)'
<u>mapasá'</u>	'to get broken/shattered'
<u>makapasá'</u>	'to break/shatter (accidentally)'

PRESENTATION A:

1. Nara'ót an autó nindá?

Iyó. Nara'ót.

Sí'isay an nakara'ót kaiyán?

Si Bandúng.

Is their car out of order?

Yes. It broke down.

Who broke it?

Bandung.

PRESENTATION B:

2. Matagás an sílya sa kótse niyá?

Sa hiling ko, malúmoy.

Are the seats in his car hard?

From what I've seen they're soft,

LESSON SEVENTY-THREE

PRESENTATION C:

3. Áno an nabári'?

Si balá'.

What broke?

The stick.

4. Halába' an balá'?

Bakó', hali 'pót.

Is the stick long?

No, it's short.

PRESENTATION D:

5. Naípit si kinó'.

Sí'isay an nakaípit kaiyán?

Romy.

The rat got crushed.

Who crushed it?

Romy.

6. Tibá'ad maípit an muró' mo.

Da'í man seguro.

You might get your fingers caught.

I don't think so.

BIKOL TEXT

7. Maráy na an muró' mo?
Bakó' makulóg pa.

Are your fingers better now?
No, they still hurt.

PRESENTATION E:

8. Nabasá' an bádo' mo.
Iyó. Si Jose an nakabasá' sakúya'.

Your clothes are wet.
Yes. Jose got me wet.

9. Bá'go pa an bádo' na nabasá'?
- Bakó'. Matapó' na.

Were the clothes that got wet (still) new?
No. They were worn out.

10. Tibá'ad ka mabasá'.

You might get wet.

PRESENTATION F:

11. Napasá' an báso.
Sí'isay an nakapasá' kaiyán?
An áki' ni Mr. Réyes.

LESSON SEVENTY-THREE

The glass got broken.

Who broke it?

Mr. Reyes' kid.

12. Mabú'ot an áki' na iyán?

Bakó'. Pilyóhon na maráy.

Is that child good?

No. He's very bad/naughty.

13. Arín an napasá'?

An báso ko.

Which broke?

My glass.

DRILLS

1. Q. Nara'ot an auto ninda?

A. Iyo. Nara'ot.

Q. auto

bisikleta

television

radio

harong

relo

refrigerator

2. Q. Nara'ot an auto mo?

BIKOL TEXT

A. Iyo. Nara'ot.	
ra'ot, auto	
bari', bala'	
ipit, muro'	
basa', bado'	
pasa', baso	
3.	Q. Arin an nara'ot?
	A. An <u>auto</u> ni Carlos.
	Q. ra'ot
	ubos
	basa'
	ipit
	bari'
	pasa'
	A. auto
	mani
	bado'
	muro'
	silya
	plato
4.	S. Naipit an <u>kino</u> '.
	A. Iyo. Si Jose an nakaipit kaiyan.
	S. ipit, kino'
	pasa', baso
	ra'ot, bisikleta
	ubos, sabon
	bari', lamesa
	basa', papel
5.	S. Tiba'ad maipit an <u>muro</u> ' mo.
	S. Da'i man seguro.
	S. ipit, muro'

LESSON SEVENTY-THREE

		pasa', salmíng 'glasses'	
		bari', lapis	
		ra'ot, radio	
		ubos, tinta 'ink'	
		basa', sapatos	
6.	Q.	<u>Matagas</u> an <u>silya</u> ?	
	A.	Bako' <u>malumoy</u> .	
	Q.	matagas, silya	A. malumoy
		halaba', bala'	hali'pot
		maray na, muro' mo	makulog pa
		ba'go pa, bado' mo	matapo' na
		mahibog, libro	manipis
		hali'pot, istoria	halawig
		maliwanag, panahon	malumlum
		mabu'ot, aki' niya	pilyo
7.	Q.	<u>Halaba'</u> an <u>bala'</u> ?	
	A.	Iyo. Halaba'on.	
	Q.	halaba', bala'	A. halaba'on
		makulog, muro' mo	makulogon
		hali'pot, istoria	hali'poton
		halawig, programa	halawigon
		matagas, silya	matagason
		malumoy, karne	malumoyon
		mabu'ot, aki' mo	mabu'oton
		pilyo, ayam mo	pilyohon

LESSON SEVENTY-FOUR

NEW CONTENT

1.	<u>maráy ngáni ta</u>	'it's good that'
2.	<u>maglúway-lúway ka</u>	'be careful'
3.	<u>padáli'</u>	'suddenly'
4.	Adjectives:	
	<u>mahalnás</u>	'slippery'
	<u>maragkót</u>	'not slippery'
	<u>delikádo</u>	'dangerous'
	<u>maráy</u>	'good quality'
	<u>malúya</u>	'bad quality'
5.	Verb base:	
	<u>pútol</u>	
	<u>túmba</u>	
	<u>wará'</u>	
	Infinitive/command:	
	<u>mapútol</u>	'to get cut'
	<u>makapútol</u>	'to cut (accidentally)'
	<u>matúmba</u>	'to fall over/down'
	<u>makatúmba</u>	'to knock over (accidentally)'
	<u>mawará'</u>	'to get lost'
	<u>makawará'</u>	'to lose'

LESSON SEVENTY-FOUR

PRESENTATION A:

1. Napútol si lúbid?

Da'í

Maráy ngáni ta da'í napútol.

Did the rope get cut?

No.

It's good that it didn't get cut.

2. Mahalnás an kláseng lúbid na iyán?

Bakó', maragkot.

Is that type of rope slippery?

No, it's not slippery.

PRESENTATION B:

3. Maglúway-lúway ka ta ngáning da'í mo iyán matúmba.

Be careful so that you won't knock that over.

4. Delikádo diyán.

Tá'no?

Báka' matúmba an káhoy.

It's dangerous there.

Why?

A tree might fall down/over.

5. Natúmba iyán na padáli’.

That suddenly fell.

PRESENTATION C:

6. Nawará’ an nóteboók ko.

Sa’ín mo iyán nawará’.

Índa.

I lost my notebook.

Where did you lose it?

I don’t know.

7. Maráy an kláseng nóteboók na iyán?

Bakó’, maluya.

Is that a good quality notebook?

No, poor.

DRILLS

1. Q. Naputol si lubid?

A. Da’i.

S. Maray ngani ta da’i naputol.

Q. putol, lubid

tumba, kahoy

pasa’, salming

ipit, bitis mo

ra’ot, auto mo

LESSON SEVENTY-FOUR

wara', notebook mo

bari', lapis

basa', sapatos mo

2. Magluway-luway ka ta nganing da'i mo iyan matumba.

tumba

putol

pasa'

basa'

ipit

bari'

ra'ot

wara'

3. An pitaka ko, nawara' na padali'.

pitaka ko, wara' 'purse'

lubid na ini, putol

kahoy diyan, tumba

tulay sa San Roque, bari'

bado' ko, basa'

refrigerator ninda, ra'ot

mani, ubos

muro' ko, ipit

4. Q. Ano an nawara'?

A. Si pitaka ko.

Q. wara'

A. pitaka ko

BIKOL TEXT

tumba	bote
putol	lubid sa garáhe 'garage'
ra'ot	radio ni Boy
ipit	kino'
basa'	notebook ko

5. Q. Sa'in nawara' an pitaka mo?

A. Inda.

Q. wara', pitaka mo	A. inda
tumba, kahoy	sa sentro
putol, lubid	sa garahe
pasa', salming mo	sa klase
ra'ot, auto mo	sa Da'et
bari', an tulay	sa San Roque
ipit, muro'	sa auto

6. Maray ngani ta da'i sinda nagabot.

abot
puli'
sine
simba
balik
sa'od
adal

LESSON SEVENTY-FIVE

NEW CONTENT

1.	<u>táma'</u> na 'it is all right'	
2.	<u>dágdagán</u> 'to add to'	
3.	<u>kan da'í pa</u> 'before' in time sequence	
4.	<u>talagá</u> 'really, truly'	
5.	<u>grábe</u> 'it's horrible, it's terrible'	
6.	<u>gáyo</u> 'very' intensifier	
7.	Adjectives:	
	<u>kúlang</u>	'short, lacking'
	<u>manamók</u>	'plenty of mosquitoes'
8.	Verb base:	
	<u>túnaw</u>	
	<u>kagát</u>	
	<u>suló'</u>	
	Infinitive/command:	
	<u>matúnaw</u>	'to get melted'
	<u>makatúnaw</u>	'to melt/thaw'
	<u>makagát</u>	'to get bitten'
	<u>makakagát</u>	'to bite (accidentally)'
	<u>masuló'</u>	'to get burned'

PRESENTATION A:

1.	Igwá ka pang yélo?
----	--------------------

BIKOL TEXT

Máyo'. Natúnaw na.

Do you still have ice?

No. It's already melted.

2. Táma' na an yélo diyán?

Da'í, kúlang pa.

Is that enough ice?

No, it's still short.

3. Táma' na an kapé?

Da'í pa. Dágdagán mo nin asukar.

Is the coffee OK now?

Not yet. Add some more sugar.

4. Káso-arín mo binakál an asúkar?

Kan da'í pa nasusuló' an tindáhan.

When did you buy that?

Before the store burned [down].

PRESENTATION B:

5. Nakagát akó kan namók.

Namók talága an nakakagát saímo?

Iyó'.

LESSON SEVENTY-FIVE

I got bitten by a mosquito.

Did a mosquito really bite you?

Yes.

6. Manamók diyán?

Bakóng manamók na gáyo.

Are there a lot of mosquitoes there?

There's not so many mosquitoes.

7. Grábe an namók digdí.

The mosquitoes here are terrible.

DRILLS

1. Q. Tama' na an yelo diyan?

A. Da'i. Kulang pa.

Q. yelo

tsokolate

mani

plato

kotsilyo

baso

2. Q. Tama' na an kape?

A. Da'i pa. Dagdagan mo nin tubig.

Q. kape

A. tubig

kape

asukar

BIKOL TEXT

	sabáw ‘soup’	asin ‘salt’
	sabaw	paminta ‘pepper’
	bayad	peso
3.	Da’í narara’ót an <u>gátas</u> . ‘Milk doesn’t spoil’	
	gatas	
	tsokolate	
	ice cream	
	karne	
	keso	
4.	Q. Kaso-arin mo ito <u>binakal</u> ?	
	A. Kan da’i pa <u>nasusulo’ an tindahan</u> .	
	Q. binakal	A. nasusulo’ an tindahan
	ininom	natutunaw an yelo
	nabasa	nawawara’
	nahiling	natutumba
	sinabi	natatapos an sine
	naku’a	napapasa’
	piggamit	nabari’
5.	Q. <u>Namok</u> talaga an <u>nakakagat saimo</u> ?	
	A. Iyo.	
	Q. namok, nakakagat saimo	
	si Boy, nakawara kan pitaka mo	
	si Magno, nakatumba kan ploréra ‘flower pot’	
	an tugang mo, nakaputol kan lubid	
	si Totoy, nakabasa’ kan bado’ mo	

LESSON SEVENTY-FIVE

	an maestro mo, nakara'ot kan auto mo
	an maleta, nakaipit kan bitis niya
6.	Q. <u>Manamok</u> diyan?
	A. Bakong <u>manamok</u> na gayo.
	Q. manamok diyan
	mahalnas si lubid
	maragkot an salog
	matapo' an bado' niya
	pilyo an aki' diyan
	makulog an bitis mo
	matagas an silya sa Bichara
	masakit mabasa an 'Noli Me Tangere'
	mahi'bog an bado' mo
	halawig an istoria
7.	Grabe an <u>namok</u> diyan.
	namok
	ta'o
	ayam
	klase
	kino'
	mga maestro
	Amerikano
	eskuela

LESSON SEVENTY-SIX

NEW CONTENT

1. ki class plural marker ka
2. maráy 'very' intensifier
3. pag- 'when' used with the infinitive and the base
4. Adjectives:

<u>maníwang</u>	'thin'
<u>matabá</u>	'fat'
<u>mahál</u>	'expensive'
<u>masuérte</u>	'lucky'
<u>de-málas</u>	'unlucky'
<u>madúros</u>	'boastful'
<u>matabíl</u>	'talkative'

5. Verb base:

<u>da'óg</u>	
<u>dáya'</u>	
<u>burát</u>	
Infinitive/command:	
<u>mada'óg</u>	'to be defeated'
<u>makada'óg</u>	'to be able to defeat'
<u>madáya'</u>	'to be cheated'
<u>maburát</u>	'to get drunk'

LESSON SEVENTY-SIX

PRESENTATION A:

1. Nada'óg akó.

Sí'isay an nakada'óg saímo?

Si Berto.

I lost.

Who defeated you?

Berto.

2. Masuérte si nakada'óg saímo.

The one who defeated you was lucky.

3. Sí'isay an nada'óg?

Si maníwang.

Who lost?

The thin one.

Substitute for the underlined word in the above presentation the following:

a. matabá

fat

PRESENTATION B:

4. Nadáya' akó sa séntro.

Áno an binakál mo?

Baníg. Mahál man maráy iyán.

I was cheated downtown.

BIKOL TEXT

What did you buy?

A mat. It was very expensive.

5. Nadáya' ka sa séntro?

Iyó.

De-málas ka.

Were you cheated downtown?

Yes.

You're unlucky.

PRESENTATION C:

6. Naburát akó káso-banggi.

Tá'no?

Nagpáarty kami ka Pa'eng.

I got drunk last night?

Why?

We had a party at Pa'engs.

7. Pag-maburát ka, magtúrog ka túlos.

If you're drunk, go to sleep immediately.

8. Matabíl siyá pag-burát.

Madúros man.

He's talkative when he's drunk.

LESSON SEVENTY-SIX

Boastful too.

DRILLS

1. S. Nagkawat kami nin basketball.

Q. Si'isay an nada'og?

A. Si Boyet.

S. basketball

volleyball

bowling

baráha 'cards'

judo

2. Nadaya' ako sa sentro.

ako

kami

si Totoy

sinda ni Charito

kami ni Flo

siya

3. S. Naburat ako kaso-banggi.

Q. Ta'no?

A. Nagparty kami ka Pa'eng.

A. ka Pa'eng

ka Jose

ka Tony

etc.

BIKOL TEXT

4.	Maray ngani ta da'i ka <u>nada'og</u> .
	da'og
	daya'
	burat
	kagat
	wara'
	basa'
	ipit
	hiling
	dangog
5.	Pag- <u>maburat</u> ka, <u>magturog</u> ka tulos.
	maburat, magturog
	madaya', magreklámo 'complain'
	mada'og, magbalik
	matumba, magtindóg 'stand up'
	mabasa', magpuli'
	makagat, magdigdi
6.	Pag- <u>maubos</u> iyan, magbakal ka giraray.
	ubos
	tumba
	wara'
	tunaw
	putol
	basa'
	bari'
	ra'ot

LESSON SEVENTY-SIX

7. Q. Si'isay an naburat?

A. An maniwang na lalaki.

A. maniwang na

matabang

mabu'ot na

halangkaw na

hababang

guapong

8. Q. De-malas si Marilyn?

A. Iyo. De-malas man maray.

de-malas

matabil

maduros

masuerte

pilyo

mabu'ot

LESSON SEVENTY-SEVEN

NEW CONTENT

1. The ability/accident series showing cause maka- and effect ma-

2. Adjectives:

bastós 'rude'

3. Verb base:

súya'

súpog

tákot

infinitive/command:

masúya' 'to be fed up'

makasuya' 'to be annoying'

masúpog 'to be embarrassed'

makasúpog 'to be embarrassing'

matákot 'to be frightened'

makatákot 'to be frightening'

PRESENTATION A:

1. Nasusúya' akó saíya.

Nakakasúya' talagá siyá.

I'm fed up with him.

He really is annoying.

LESSON SEVENTY-SEVEN

2. Bastós siyá?

Bakó' siyáng bastós.

Is he rude?

No he's not rude.

PRESENTATION B:

3. Tá'no ta nasusúpog ka?

Nasusúpog akó saímo.

Why are you shy?

I'm embarrassed because you're here.

4. Nakakasúpog an gáwi'-gáwi' niyá.

His actions are embarrassing.

PRESENTATION C:

5. Da'í mo áram na natákot akó?

Da'í.

Talagá, nakakatákot na magbiáhe kon naguuran.

Didn't you know I was afraid?

No.

It's really frightening to travel in the rain.

DRILLS

1.	Nasusuya' ako <u>saiya</u> .
	saiya
	sa babaying ito
	ki Mr. Santos
	sa klase ta
	sa pageeskuela
	sa pagtaram kan Mayor
	ki Mr. Reyes
2.	Q. Nasusuya' ka <u>saiya</u> ?
	A. Iyo.
	Q. suya', saiya
	supog, saiya
	takot, saiya
	supog, ki Miss De Los Reyes
	takot, sa mga aki' diyan
	suya', sa administrasion
	takot, sa bagyo
	supog, ki Presidente Johnson
3.	Q. Ta'no ta nasusuya' ka?
	A. Nakakasuya' si <u>Bill</u> .
	A. si Bill
	an pagtaram kan Mayor
	an adminstrasion
	an klase ko
	an trabahong ini

LESSON SEVENTY-SEVEN

si Mr. Cruz

an mga lalaki diyan

4. Nakakasupog an gawi'-gawi' ni Dely.

gawi'-gawi'

sinabi

mga aki'

mga amigo

ginibo

ipigsurat

5. Nakakatakot na magbiahe kon naguuran.

naguuran

may giera

may rebolusion

may bagyo

burat

basa' an tinampo

ra'ot an kotse

6. Q. Da'i mo aram na natakot ako?

A. Da'i.

Q. takot

suya'

supog

burat

da'og

kagat

BIKOL TEXT

wara'

basa'

LESSON SEVENTY-EIGHT

NEW CONTENT

1.	<u>húna'</u> ko 'I thought'	
2.	Adjectives:	
	<u>marikás</u>	'fast'
	<u>lúway-Túway</u>	'slowly'
	<u>gútom</u>	'hungry'
3.	Verb base:	
	<u>gútom</u>	
	<u>páha'</u>	
	<u>tungká'</u>	
	<u>bu'á</u>	
	<u>rí bong</u>	
	<u>pagál</u>	
	Infinitive/command:	
	<u>magútom</u>	'to be hungry'
	<u>makagútom</u>	'to make you hungry'
	<u>mapáha'</u>	'to be thirsty'
	<u>makapáha'</u>	'to make you thirsty'
	<u>matungká'</u>	'to be sleepy'
	<u>makatungká'</u>	'to make you sleepy'
	<u>mabu'á</u>	'to be crazy'
	<u>makabu'á</u>	'to drive you crazy'

BIKOL TEXT

<u>maribong</u>	'to be confused'
<u>makaribong</u>	'to be confusing'
<u>mapagál</u>	'to be tired'
<u>makapagál</u>	'to be tiring'

PRESENTATION A:

1. Nagugútom ka?

Iyó. Gútom na akó.

Talagá, nakakagútom an éxercise.

Are you hungry?

Yes. I'm hungry.

Exercise really makes you hungry.

2. Marikás siyang magkakán?

Bakó'. Lúway-lúway saná.

Does she eat fast?

No. Slowly.

PRESENTATION B:

3. Napapáha' ka?

Iyó. Nakakapáha' na maglakáw kon maínit.

Are you thirsty?

Yes. Walking when it's hot makes you thirsty.

LESSON SEVENTY-EIGHT

PRESENTATION C:

- | | |
|----|-------------------------------|
| 4. | Natutungká' akó. |
| | Tá'no? |
| | Nakakatungká' an libróng iní. |
| | I'm sleepy. |
| | Why? |
| | This book makes you sleepy. |

PRESENTATION D:

- | | |
|----|-----------------------|
| 5. | Nabu'á siyá? |
| | Iyó, nabu'á. |
| | Tá'no ta nabu'á siyá? |
| | Índa. |
| | Did she go crazy? |
| | Yes, crazy. |
| | Why did she go crazy? |
| | I don't know. |

- | | |
|----|------------------------------|
| 6. | Nakakabu'á an trabáhong iní. |
| | This work drives you crazy. |

PRESENTATION E:

- | | |
|----|-------------------------------------|
| 7. | Mariribong an ísip ko. |
| | Tá'no? |
| | Nakakaribong an pagsúrat kan éssay. |

My mind's spinning.

Why?

It's confusing to write an essay.

8. Napagál akó kan biáhe.

Iyó? Húna' ko da'í nakakapagál na magbiáhe sa Láguna.

I'm tired from the trip.

Are you? I thought it wasn't tiring to travel in Laguna.

DRILLS

1. Q. Nagugutom ka?

A. Iyo. Gutom na ako.

Q. nagugutom

A. gutom

napapaha'

paha'

natutungka'

tungka'

nariribong

ribong

napapagal

pagal

2. Nakakagutom an exercise.

gutom

paha'

tungka'

pagal

suya'

LESSON SEVENTY-EIGHT

3.	Nakakagutom na maglakaw kon mainit.
	gutom na
	pahang
	pagal na
	tungkang
	suyang
4.	Nakakaribong an pagsurat kan tula’.
	an pagsurat kan tula’
	an pagtaram niya
	an party ni Pa’eng
	na magtrabaho sa Peace Corps
	na magtukdo’ sa Elementary
	an gawi’-gawi’ kan maestro mi
	na magsa’od
5.	Napagal ako kan <u>biahe</u> .
	biahe
	trabaho
	pagadal
	paglakaw ta
	pagsa’od
	party
	miting
6.	Natungka’ ako kan <u>librong ini</u> .
	tungka’, librong ini
	ribong, pagtaram niya

BIKOL TEXT

		gutom, exercise ta
		daya', tintera
		kagat, namok
7.	Q.	Marikas siyang <u>magkakan</u> ?
	A.	Bako'. Luway-luway sana.
	Q.	magkakan
		maglakaw
		magdalagan 'run'
		magtrabaho
		magbasa
		magsa'od
		magtaram

LESSON SEVENTY-NINE

NEW CONTENT

1.	<u>tu'ód</u>	'to be used to doing something'
2.	Adjectives:	
	<u>mahígos</u>	'conscientious'
3.	Verb base:	
	<u>gadán</u>	
	<u>piérde</u>	
	<u>tu'ód</u>	
	<u>mundáe</u>	
	<u>ngísi</u>	
	Infinitive/command:	
	<u>magadán</u>	'to die'
	<u>mapiérde</u>	'to lose in business'
	<u>matu'ód</u>	'to get used to'
	<u>mamundág</u>	'to be born'
	<u>magngísi</u>	'to laugh'
	<u>makangísi</u>	'to be humorous/silly'

PRESENTATION A:

1.	Nagadán an agóm niyá?
	Iyó.
	Tá'no ta nagadán siyá?
	Inatáke siyá sa púso'.

BIKOL TEXT

Did her husband die?

Yes.

Why did he die?

He had a heart attack.

PRESENTATION B:

2. Napiérde siyá.

Gurá'no an napiérde saíya?

Dos singuénta.

She lost (in a business deal).

How much did she lose?

Two hundred and fifty.

3. Tá'no ta napipiérde sindá?

Pírmeng naguurán.

Why are they losing [money]?

It's always raining.

4. Da'í mapipiérde an mahígos na táwo.

Conscientious people won't lose.

PRESENTATION C:

5. Tu'ód ka nang magkakán nin lútong Pilipíno?

Iyó. Natu'ód akó.

LESSON SEVENTY-NINE

Are you used to eating Filipino food?

Yes. I got used to it.

PRESENTATION D:

6. Tá'no ta nagngingísi ka?

Nakakangísi an táwong iyán.

Why are you laughing?

That man makes me laugh.

PRESENTATION E:

7. Sa'ín ka namundág?

Sa New York.

Where were you born?

In New York.

DRILLS

1. S. Nagadan an agom niya.

Q. Tá'no ta nagadan siya?

A. Inatake siya sa puso.

A. inatake siya sa puso

naaksidénte siya 'accident'

naghúgot 'suicide'

may kánsér siya 'cancer'

may hílang siya 'sickness'

2. Q. Gura'no an napierde saimo?

BIKOL TEXT

	A.	<u>Dos singkuenta.</u>
	A.	dos singkuenta
		uno singkuenta
		tres dies
		tres sitente singko
		salapi' lang
		limang piso
		sampulong piso
3.	Q.	Ta'no ta napipierde kamo?
	A.	<u>Pirmeng naguuran.</u>
	A.	pirmeng naguuran
		mayong parabákal 'customers'
		mainiton man maray
		dinadaya' ako kan gobierno
		dikit sana an stock mi
		harayo' kami sa sentro
4.	Q.	Tu'od ka nang magkakan nin <u>lutong Pilipino</u> ?
	A.	Iyo. Natu'od na ako.
	Q.	lutong Pilipino
		maluto'
		pansit
		balut
		dinugu'an
		mangga
5.	Q.	Tu'od ka <u>na digdi</u> ?

LESSON SEVENTY-NINE

	A.	Iyo. Tu'od na ako.
	Q.	na digdi
		na sa Pilipinas
		nang magduman sa Naga
		nang magtukdo' digdi
		nang maglangoy sa dagat
		sa gawi'-gawing Pilipino
6.	Q.	Ta'no ta nagnngingisi ka?
	A.	Nakakarigisi an <u>ta'ong iyan</u> .
	A.	ta'ong iyan
		sine
		sinasabi niya
		bado' niya
		klase ko
		mga maestro mi
7.	Q.	Sa'in ka namundag?
	A.	<u>Sa New York</u> .
	A.	sa New York
		sa Kansas
		etc.

LESSON EIGHTY

mag-, i- Verbs Taking the Accident Infinitive maka-, ma-

NEW CONTENT

1. namán 'again'
2. maráy pang 'it's better if'
3. Loc phrase equivalent to the following English prepositional phrase:

<u>sa gílid</u>	'on the edge'
-----------------	---------------

4. Verb base:

<u>wálat</u>

<u>tadá'</u>

<u>húlog</u>

Infinitive/command:

<u>mawálat</u>	'to get left behind'
----------------	----------------------

<u>makawálat</u>	'to leave behind'
------------------	-------------------

<u>matadá'</u>	'to get left over'
----------------	--------------------

<u>makatadá'</u>	'to leave over (accidentally)'
------------------	--------------------------------

<u>mahúlog</u>	'to fall/get knocked over'
----------------	----------------------------

<u>makahúlog</u>	'to knock over (accidentally)'
------------------	--------------------------------

PRESENTATION A:

1. Tibá'ad mo na namán mawálat an pitáka mo.

Da'í man.

LESSON EIGHTY

You might leave your wallet behind again.

No, I don't think so.

PRESENTATION B:

2. Áno an natadá'?

Malúto'.

Sí'isay an nakatadá' kaiyán?

Si Émma.

What was left over?

Rice.

Who left if over?

Emma.

PRESENTATION C:

3. Da'í kutá' itó mahuhúlog kon máyo' sa gílíd kan lamésa.

That wouldn't have fallen if it weren't on the edge of the table.

PRESENTATION D:

4. Maráy pang magpulí' kitá túlos.

It's better if we go home right away.

DRILLS

1. Tiba'ad mo na naman mawalat an pitaka mo.

BIKOL TEXT

walat, pitaka mo

walat, payong

hulog, plorera

wara', sinelas

tumba, silya

putol, lubid

pasa', bote

ipit, muro

ra'ot, kotse

2. Q. Ano an natada'?

A. Maluto'.

A. maluto'

karneng uríg 'pork'

karneng báka 'beef'

gatas

mani saka popcorn

papel

sarong lapis

3. Da'i kuta' ito mahuhulog kon mayo' sa gilid kan lamesa.

lamesa

silya

lababo

stereo

balkon

refrigerator

LESSON EIGHTY

4.	Da'i mo kuta' mahuhulog an <u>plorera</u> kon nagingat ka.
	hulog, plorera
	walat, pitaka mo
	wara', sapatos mo
	putol, lubid
	pasa', baso
	basa', bado' ko
	ipit, bitis
	ra'ot, kotse
5.	Kon <u>mahulog</u> ka, <u>magtindog</u> .
	mahulog, magtindog
	mapagal, magtukaw
	maribong, maghagad ka nin direksion
	matungka', magturog
	mapaha', maginom
	magutom, magkakan
	maburat, magpuli'
	nadaya', magreklamo
	madaya', magkawat ka na naman
	wara', magduman ka sa munisipio
6.	Maray pang mag <u>puli'</u> kita <u>tulos</u> .
	puli', tulos
	sine, sa aga
	duman, sa Manila

BIKOL TEXT

bakal, nin serbesa

hapot, sa eskuelahan

kawat, sa playing field

hanaw, ba'go kitang magkakan

LESSON EIGHTY-ONE

mag-, -an: Verbs Taking the Infinitive maka-, ma- + -an In the Ability/Accident Series

NEW CONTENT

1. Past, progressive and future tense of verbs taking ma- + -an in the infinitive: na- + -an, na- + R- + -an, ma- + R- + -an

2. Verb base:

limpiá

tábang

subá

Infinitive/command:

malimpiahán

makalimpiá

‘to be able to clean’

matabángan

makatábang

‘to be able to help’

masubahán

makasubá

‘to be able to joke with’

PRESENTATION A:

1. Nalimpiahán na niyá an kuárto ko?

Da’í pa niyá ito nalilimpiahán.

BIKOL TEXT

Has he cleaned my room yet?

[No], he hasn't cleaned it yet.

2. Nakalimpiá ka na?

Da'í ako nakalimpiá ta pigapód akó kan maéstro ko.

Have you been able to clean yet?

I wasn't able to clean because I was called by my teacher.

3. Kon kúlang an óras, da'í akó makakalimpiá.

If there is not enough time, I won't be able to clean.

PRESENTATION B:

4. Segúro matatabángan mo siyá.

Da'í segúro.

Perhaps you will be able to help him.

I don't think so.

5. Nakatábang ka saindá?

Da'í pa ako nakakatábang saindá ta nagabót pa saná akó.

Have you been able to help them?

I haven't been able to help them yet because I just arrived.

LESSON EIGHTY-ONE

PRESENTATION C:

6. Pigsubahán mo si Jim?

Da'í man lang siyá masubahán.

Did you kid around with Jim?

You can't joke with him.

DRILLS

1. Q. Nalimpihan na ni Boy an kuarto ko?

A. Da'i. Da'i pa niya ito nalilimpiahan.

Q. nalimpiahan, kuarto ko

A. nalilimpiahan

nakorehiran, mga tests

nakokorehiran

nahugasan, mga baso

nahuhugasan

naadalan, lesson mo

naaadalan

nasuratan, mga
magurang

nasusuratan

sera, mga bentana'

naseserahan

2. S. Seguro matatabangan mo si Peachy sa aga.

A. Da'i seguro. Mayo' gayod akong oras.

S. matatabangan, si Peachy

matutukdo'an, si Carlos

makokorehiran, an essay mo

mahuhugasan, an kotse ko

maiimbitaran, si Dan

maaadalan, an Bikol

masusuratan, an mga magurang mo

BIKOL TEXT

3.	Da'i man lang siya <u>masubahan</u> .
	masubahan
	matabangan
	maibahan
	maimbitaran
	matukdo'an
	masueldohan
	masubli'an
4.	Da'i ako <u>nakalimpia</u> ta pigapod ako kan maestro ko.
	nakalimpia
	nakaadal
	nakasurat sa mga amigo ko
	nakatabang ki Becky
	nakaiba ki Marilyn
5.	Da'i pa ako <u>nakakaadal</u> ta nagabot pa sana ako.
	nakakaadal
	nakakalimpia
	nakakasurat sainda
	nakakatabang ka Totoy
	nakakaimbitar ka Ben
	nakakatukdo' sa Elementary School
6.	Kon kulang an oras, da'i ako <u>makakalimpia</u> .
	makakalimpia
	makakatukdo'
	makakaadal

LESSON EIGHTY-ONE

makakatabang

makakasurat sainda

makakaadal

LESSON EIGHTY-TWO

NEW CONTENT

1.	Verb base:	
	<u>nu'ód</u>	
	<u>túngtúng</u>	
	<u>lampás</u>	
	<u>táma'</u>	
	<u>será</u>	
	Infinitive/command:	
	<u>manu'dán</u>	
	<u>makanu'ód</u>	'to learn'
	<u>malampasán</u>	
	<u>makalampás</u>	'to pass by'
	<u>matúngtungán</u>	'to get stepped on'
	<u>makatúngtúng</u>	'to step on (accidentally)'
	<u>matamá'an</u>	'to get hit'
	<u>makatáma'</u>	'to hit (e.g. a bull's-eye)'
	<u>maserahán</u>	'to get locked in/out'
	<u>makaserá</u>	'to lock in/out (accidentally)'

PRESENTATION A:

1.	Madalí' ka makakanu'ód nin Bíkol.
----	-----------------------------------

LESSON EIGHTY-TWO

Da'í seguro. Dikít pa saná an nanu'dán ko.

You'll learn Bikol very fast.

I don't think so. I've still only learned a little.

PRESENTATION B:

2. Natúngtungán niyá si bitís ko.

He stepped on my foot.

PRESENTATION C:

3. Tibá'ad malampasán mo an haróng mi.

Ay, nakalampás na kitá kan haróng nindó.

You might pass our house by.

Oh, we already passed your house by.

PRESENTATION D:

4. Sí'isay an nakatáma'?

Si Flo.

Who hit the bull's-eye?

Flo.

5. Sí'isay natamá'an nin úbak?

Akó.

Who got hit by the peeling?

Me.

PRESENTATION E:

6. Naserahán akó káso-banggi.

Sí'isay an nakasera saímo?

Si Rolándo gayód.

I got locked out last night.

Who locked you out?

Rolando, probably.

7. Sí'isay an naserahán mo?

Si túgang ko.

Whom did you lock in?

My brother.

DRILLS

1. Madali' kang makakanu'od nin Bikol.

nin Bikol

nin English

nin Mathematics

na magsa'od

na magibo nin essay

na maggamit nin sundáng 'bolo'

na magadal

2. Natungtungan niya si bitis ko.

LESSON EIGHTY-TWO

si bitis ko

si mga tanom ta

si ikós 'cat'

an hálas 'snake'

an talapáng 'frog'

si muro' ko

3. Q. Natama'an ka?

A. Iyo. Natama'an ako nin ubak.

A. ubak

gapó' 'stone'

lapis

papel

libro

sinélas 'slippers'

4. Tiba'ad malampasan mo an harong mi.
Hilíng-hilíngon mo. 'watch carefully'

harong mi

eskuelahan

sine Bichara

tinampo na pighahanap ta

tindahan ni Tsang Rosa

kampo santo

5. Q. Si'isay an naserahan mo kaso-banggi?

A. Si tugang ko.

Q. kaso-banggi

BIKOL TEXT

		kaso-ba'go	
		kaso-udma'	
		kaso-hapon	
		kaso-udmang aga	
		kan sarong aldaw	
6.	Q.	Si Jose an nakasera saimo kaso-banggi?	
	A.	Bako' si Magno.	
	Q.	si Jose	A. si Magno
		si Tony	si Totoy
		etc.	etc.
7.	Q.	Si'isay an nakatungtung kan bitis mo?	
	A.	Si Rosalinda.	
	Q.	nakatungtung kan bitis mo	
		nakasera saimo kaso-udma'	
		nakalampas kan harong mi	
		nakatama' saimo kan ubak	
		nakanu'od nin Bikol	

LESSON EIGHTY-THREE

NEW CONTENT

1. The ability/accident series to show cause maka- and effect ma- + -an

2. segúro 'perhaps' used with the future

3. Verb base:

ulákit

digta'

alpóg

atí'

labóy

lúgad

Infinitive/command:

maulakítan 'to get contaminated'

makaulákit 'to be infectious'

madigta'án 'to get stained'

makadigta' 'to cause a stain'

maati'án 'to get dirty'

makaatí' 'to cause dirt'

maalpogán 'to get dusty'

makaalpóg 'to cause dust'

malaboyán 'to get muddy'

BIKOL TEXT

<u>makalabóy</u>	‘to cause something to be muddy’
------------------	----------------------------------

<u>malugádan</u>	‘to get wounded’
------------------	------------------

<u>makalúgad</u>	‘to cause a wound’
------------------	--------------------

PRESENTATION A:

1.	Segúro mauulakítan ka diyán.
----	------------------------------

Da’í. Máyo’ diyán nin makakaulákit sakó’.

You might catch something there (like a cold).
--

No. There’s nothing there that will give me a cold.

PRESENTATION B:

2.	Tibá’ad madigta’án an pólo mo.
----	--------------------------------

Your shirt might get stained.

3.	Áno an nakadigtá’ kainí?
----	--------------------------

Táwyo.

What stained this?

Soy sauce.

PRESENTATION C:

4.	Áno an naalpogán?
----	-------------------

An lamésa.

What got dusty?

The table.

LESSON EIGHTY-THREE

5. Naati'án an pantalón ko kan biáhe.

My pants got dirty from the trip.

6. Káso-arín iy,án nalaboyán?

Pagkatápos kan bagyó.

When did that get muddy?

After the typhoon.

PRESENTATION D:

7. Nalugádan akó.

Áno an nakalúgad saímo?

Dága.

I was wounded.

What wounded you?

A knife.

NOTES

-
1. ulákit means to contaminate, but it is used in the sense of 'you might catch something (like a cold)'.
-

DRILLS

1. S. Seguro mauulakitan ka diyan.

A. Da'i. Mayo' diyan makakaulakit sako'.

S. diyan

BIKOL TEXT

	sa ospital
	sa banwa'an
	sa búkid 'mountains'
	digdi
	duman
2.	S. Tiba'ad ka <u>malugadan</u> . Magluway-luway ka.
	malugadan
	maulakitan
	maserahan
	matama'an
	malaboyan
3.	Magluway-luway ka tanging da'i <u>malaboyan</u> an polo mo.
	malaboyan
	maati'an
	maalpogan
	madigta'an
	maulanán 'get rained on'
4.	Q. Ano an nakadigta' kan polo mo?
	A. <u>Asukar</u> .
	A. asukar
	laboy
	úbas 'grapes'
	kapé 'coffee'
	coca-cola

LESSON EIGHTY-THREE

		ice cream
		tínta 'ink'
5.	Q.	Ano an nakalugad saimo?
	A.	<u>Daga</u> .
	A.	daga
		kotsilyo
		lapis
		páko' 'nail'
		salming
		boteng pasa'
6.		Da'i nakakadigta an <u>tubig</u> .
		tubig
		tsá 'tea'
		kamátis 'tomatoes'
		dú'ot 'grass'
		tobako
7.		Da'i nakakaulakit an <u>kalintura</u> .
		kalintúra 'fever'
		kulóg payó 'headache'
		kulóg tulák 'stomach ache'
		pnenemonia
		beri-beri

LESSON EIGHTY-FOUR

The Locative Affix -an with
the Ability/Accident Series: ma--an

NEW CONTENT

1.	<u>lugód</u>	
2.	Verb base:	
	<u>intindí</u>	
	<u>áram</u>	
	<u>máti'</u>	
	<u>ínót</u>	
	Infinitive/command:	
	<u>maintindihán</u>	'to understand something'
	<u>maaráman</u>	'to know something'
	<u>mamati'an</u>	'to feel something'
	<u>mainótan</u>	'to be beaten to the punch'

PRESENTATION A:

1.	Naiintindihán mo an sinasábi nindá?
	Da'í ko lugód naiintindihán ta kaskasón si pagtarám nindá.
	Do you understand what they say?
	I don't understand right away because their speech is very fast.
2.	An kaibánan ko segúro nakakaindindí.

LESSON EIGHTY-FOUR

Perhaps my companion understands.

PRESENTATION B:

3. Áram mo kon káso-arín sindá nagháli'?

Da'í ko naaaráman.

Do you know when they left?

I don't know.

4. An túgang ko segúro nakakaáram,

Perhaps my brother knows.

5. Áram mo an ngáran nindá?

Da'í ko iyán naisípan.

Did you know their names?

I couldn't think of them.

PRESENTATION C:

6. Namatí'an mo iyán?

Da'í. Da'í akó' nakamáti' kaiyán.

Did you feel that?

No. I couldn't feel that.

PRESENTATION D:

7. Nainótan ka?

Iyó. Nainótan akó ni Romy.

Did someone get there before you?

Yes. I was beaten to the punch by Romy.

8. Si Rómy an nakaínót sakó'.

Romy beat me to it.

DRILLS

1. Q. Naintindihan mo an sinabi niya?

A. Da'i. Da'i ko naintindihan.

Q. sinabi niya

programa

speech ni Presidente Marcos

sinabi ko

piáno ni Mr. Reyes 'plan'

binasa mo

nadangog mo sa radio

2. Q. Aram mo kon ta'no ta nagpuli' siya?

A. Da'i. Da'i ko naaraman.

Q. ta'no ta nagpuli' siya

ta'no ta kinu'a niya an lapis ko

ta'no ta da'i siya nagdigdi

sa'in siya nagadal

LESSON EIGHTY-FOUR

		no-arin siya mahali'		
		si'isay an nagabot		
		pira an kinu'a niya		
		gura'no an kilo kan urig		
		ki'isay na lapis ini		
		ano an kinu'a niya		
		pa'no an pagluto' nin adobo		
3.	Q.	<u>Ika</u> an nakaisip kan plano ta?		
	A.	Bako'. Da'i <u>ko</u> iyan naisipan.		
	Q.	ika	A.	ko
		si Boy		niya
		sinda		ninda
		an tugang mo		niya
		siya		niya
		an maestro nindo		niya
4.	Q.	May date kamo <u>ni Rosie</u> ?		
	A.	Da'i. Nainotan ako ni Celso.		
	Q.	ni Rosie		
		ni Cely		
		etc.		
5.	Q.	Si'isay an <u>nakaintindi kan sinabi niya</u> ?		
	A.	Si Andy.		
	Q.	nakaintindi kan sinabi niya		
		nakaaram kon si'isay an nagabot		
		nakaisip kan programa		

BIKOL TEXT

nakamati' kan uran

nakainot ki Daisy

LESSON EIGHTY-FIVE

NEW CONTENT

1. Adjectives:

<u>pí'ot.</u>	'narrow/tight'
---------------	----------------

halu'ág	'loose'
---------	---------

2. Verb base:

<u>gústo</u>

<u>gadán</u>

<u>sabát</u>

<u>bagsák</u>

<u>suló'</u>

<u>hustó</u>

Infinitive/command:

<u>magustohán</u>	'to like/want something'
-------------------	--------------------------

<u>magadanán</u>	'to be bereaved'
------------------	------------------

<u>masabatán</u>	'to encounter/bump into'
------------------	--------------------------

<u>mabagsakaní</u>	'to be fallen on'
--------------------	-------------------

<u>masulo'án</u>	'to have belongings destroyed by fire'
------------------	--

<u>mahustohán</u>	'to be fitted by something'
-------------------	-----------------------------

PRESENTATION A:

1. Sí'isay an nagugústo kaini?

Akó.

Who wants this?

I do.

2. Arín an nagugustohán mo?

An putí'

Which one do you want?

The white one.

PRESENTATION B:

3. Nagadanán siyá. Da'í siyá puédeng magibá.

There was a death in her family. She can't go.

4. Sa'ín nagiistár an mga nasulo'án?

Sa plasa.

Where do the fire refugees live?

In the plaza.

PRESENTATION C:

5. Nahilíng mo si Lándo káso-udmá'?

Iyó. Nasabatán ko siyá sa sinéhan.

Did you see Lando yesterday?

Yes. I bumped into him at the movies.

PRESENTATION D:

6. Áno an nabagsakán kan káhoy?

An tukáwan.

LESSON EIGHTY-FIVE

What was broken by the fallen tree?

A chair.

7. Áno an nakabagsák kaiyán?

An káho.

What fell on that?

A tree.

PRESENTATION E:

8. Da'í iyan makahústo sa kótse.

That won't fit into the car.

9. Sí'isay an nahuhustohán kan sapátos?

Nahustohán si Charíto kan sapátos.

Whom do these shoes fit?

Those shoes fit Charito./(Charito's fitted by these shoes.)

10. Pi'óton an sapátos mo?

Bakó'. Halu'ág.

Are your shoes very tight?

No. Loose.

DRILLS

1.	Q.	Gusto mong <u>ice cream</u> ?
	A.	Da'i. Da'i ko ito nagugustohan.
	Q.	ice cream
		balut
		pansit
		tuba'
		maluto'
2.		Nagadanan siya. Da'i siya puedeng mag <u>iba</u> .
		iba
		sine
		digdi
		piknik
		kanta
		tukdo'
3.	S.	Nasulo' an <u>harong ni Tim</u> .
	Q.	Sa'in nagiistar an mga nasulo'an?
	A.	Sa eskuelahan.
	S.	harong ni Tim
		ospital
		sentro
		sa'od
		hotel
		tindahan ni Tsang Selya
4.		Pag <u>luwas</u> ko, nasabatan ako ni Nick.

LESSON EIGHTY-FIVE

		luwas
		digdi
		sine
		sa'od
		la'og
		sakat
		hilig
5.	Q.	Ta'no ta nabari' an <u>tukawan</u> ?
	A.	Nabaksakan kan kahoy.
	Q.	tukawan
		lamesa
		tubo
		tulay
		poste 'post'
		bisikleta
6.		Da'i iyan makakahusto sa <u>kotse</u> ta dakula'on.
		kotse
		aparadór 'closet'
		kuarto mo
		puerta
		bentana'
		kahon 'box'
7.	Q.	Nahustohan ka kan <u>sapatos</u> ?
	A.	Iyo.
	Q.	sapatos

BIKOL TEXT

polo
pantalon
kopyá' 'hat'
sweater

LESSON EIGHTY-SIX

mag-, i-: Verbs Taking Ability Infinitive maka-, ika-

NEW CONTENT

1. Past, progressive and future tense of verbs taking ika- in the infinitive: ikina-, ikinaka-, ikaka-

2. Verb base:

salbár

húlog

bugták

su'lót

ulí'

Infinitive/command:

ikasalbár

makasalbár 'to be able to save/rescue'

ikahúlog

makahúlog 'to be able to mail'

ikabugták

makabugták 'to be able to put/place'

ikasu'lót

makasu'lót 'to be able to put on'

ikaulí'

makaulí'

'to be able to return something'

PRESENTATION A:

1. Áno an ikinasalbár mo sa suló'?

An mga bádo' ko.

What could you save from the fire?

My clothes.

2. Sí'isay an nakasalbár kaiyán?

Si Mr. Rémo.

Who was able to save that?

Mr. Remo.

PRESENTATION B:

3. Segúro ikakahúlog mo an post card ko sa post office.

Da'í puéde. May kláse akó.

Perhaps you'll be able to mail my letter at the post office.

I can't. I have a class.

4. Masákit an paghúlog kaiyán.

It's difficult to mail that.

LESSON EIGHTY-SIX

PRESENTATION C:

5. Tá'no ta yá'on pa sa lamésa an mángga?

Da'í ko iyan ikinabugták sa refrígerator ta panó'.

Why are the mangoes still on the table?

I couldn't put them in the refrigerator because it was full.

PRESENTATION D:

6. Ikinasu'lót niyá si bádo' kan túgang niyá.

His brother's clothes (are able to) fit him.

PRESENTATION E:

7. Iinulí' mo na si libró?

Da'í. Da'í ko pa itó ikinakaulí' ta piggagámit mi pa.

Did you return the book already?

No. I haven't been able to return it because we're still using it.

DRILLS

1. Q. Ano an ikinasalbar mo sa sulo'?

A. An mga bado' ko.

Q. sulo'

bahá', 'flood'

bagyó 'typhoon'

aksidente

sálog

BIKOL TEXT

aeroplano

harong

2. Q. Ta'no ta da'i mo ibinugtak an serbesa sa refrigerator?

A. Da'i ko ito ikinabugtak ta pano'.

Q. serbesa

karne

pábo 'turkey'

manok

gatas

gulay

3. Q. Iinuli' mo na si libro?

A. Da'i. Da'i ko pa ito ikinakauli' ta pigagagamit mi pa.

Q. libro

lapis

baso

tinta

ballpen

radio

telebision

4. S. Seguro, ikakahulog mo an surat ko sa Post Office.

A. Da'i puede. Mayo' akong oras.

A. mayo' akong oras

maduman ako sa sentro

da'i ako maluwas

LESSON EIGHTY-SIX

serado na an Post Office

halaba'on an linia diyan

da'i ako tata'o kan Post Office

5. Q. Si'isay an nakasu'lot kan polo ko?

A. Si Mr. Reyes.

Q. nakasu'lot

nakasalbar

nakauli'

LESSON EIGHTY-SEVEN

mag- Verbs Taking the Infinitive maka- In the Ability/Accident Series

NEW CONTENT

1. puéde ka 'can you make it?'
2. kan with pag- to emphasize when an action occurred in the past

3. mála saíya 'it's up to him'

4. Verb base:

dumán

dulág

tarám

hapót

táwad

lúnad

Infinitive/command:

makadumán to be able to go'

makadulág 'to be able to get away/escape'

makatarám 'to be able to speak'

makahapót 'to be able to ask'

makatáwad 'to be able to bargain'

makalúnad 'to be able to ride'

PRESENTATION A:

1. Nakadumán ka na sa Tíwi?

Iyó. Nakadumán na akó.

LESSON EIGHTY-SEVEN

Have you gone to Tiwi yet?

Yes. I've already been there/gone.

PRESENTATION B:

2. Serahán mo an puérta.

Tá'no?

Tibá'ad makadulág an ído'.

Close the door.

Why?

The dog might get away/escape.

PRESENTATION C:

3. Kan pagabót ko, da'í pa ako nakakatarám nin Bikol.

When I arrived I couldn't speak Bikol.

PRESENTATION D:

4. Puédeng makahapót?

Puède.

May I ask a question?

Yes.

5. Puédeng makatáwad?

Iyó. Puède.

BIKOL TEXT

Is it possible to bargain?

Yes.

6. Puéde siyáng makalúnad diyán?

Mála saíya.

Can he ride there?

It's up to him.

7. Puéde ka?

Puéde.

Can you make it?

Yes.

DRILLS

1. Q. Nakaduman ka na sa Tiwi?

A. Iyo. Nakaduman na ako.

Q. duman, sa Tiwi

sine

hapot

lunad, sa Alatco

bakal, nin tela

simbag, ki Angela

hulog, kan surat mo

nu'od, Bikol

2. S. Serahan mo an puerta.

LESSON EIGHTY-SEVEN

Q. Ta'no?

A. Tiba'ad makadulag an ido'.

A. dulag an ido'
 la'og an alpog
 luwas an aki'
 hilig an aki'
 sakat an ikos

3. Kan pagabot ko, da'i pa ako nakakataram nin Bikol.

 taram nin Bikol
 tawad
 su'lot kan bado' ko
 tapos kan trabaho ko
 basa nin periodikong Bikol
 ku'a nin trabaho
 tukdo'
 luto' nin adobo
 uli' kan notebook mo

4. Q. Puedeng makahapot?

A. Iyo. Puede.

Q. hapot
 tawad
 lunad diyan
 taram nin English
 bakal nin niyog
 simbag sa aga
 basa kan periodiko mo

BIKOL TEXT

ku'a kan bisikleta mo

hiling kan retrato mo

5. Q. Puede siyang makalunad diyan?

A. Mala saiya.

	Q.	siyang	A.	saiya
		si Boy na		saiya
		sindang		sainda
		kitang		sato'
		akong		saimo
		kaming		saindo
		kamong		samo'
		kang		sako'

6. Q. Puede ka?

A. Puede.

	Q.	ka
		si Totoy
		sinda
		kamo
		kita

LESSON EIGHTY-EIGHT

NEW CONTENT

1.	<u>pá'no</u>	'how' with the future
2.	<u>pu'ón pa</u>	'starting when' 'since'
3.	<u>palibhása</u>	'since'
4.	Verb base:	
	<u>pulí'</u>	
	<u>sakát</u>	
	<u>háli'</u>	
	Infinitive/command:	
	<u>makapulí'</u>	'to be able to go home'
	<u>makasakát</u>	'to be able to climb'
	<u>makaháli'</u>	'to be able to leave'

PRESENTATION A:

1. Segúro da'í ka makakapulí' ta naguuran.

Perhaps you won't be able to go home because it's raining.

PRESENTATION B:

2. Pu'ón pa kan pagháli' niyá, da'í na lámang siyá nakakapulí'.

Since/(starting from when) she left, she still hasn't been able to return home.

PRESENTATION C:

3. Pá'no ako makakasakát diyán?

Índa.

How will I be able to climb up there?

I don't know.

PRESENTATION D:

4. Nakaháli' na síya.

Da'í pa.

Has she been able to leave yet?

Not yet.

5. Palibhása naguuran, da'í siyá nakakaháli'.

Since it was raining, she couldn't leave.

DRILLS

1. Seguro da'i ka makakapuli' ta naguuran.

puli'

lakaw

sakat sa bukid

hali'

duman sa sentro

sa'od

tanóm nin pároy 'plant rice'

LESSON EIGHTY-EIGHT

2. Pu'on pa kan paghali' niya, da'i na lamang siya nakakapuli'.

puli'

balik

adal

tukdo'

surat

tapos

iba

simba

3. Q. Pa'no ako makakasakat diyan?

A. Inda.

Q. sakat diyan

duman sa Legazpi

puli'

luto' nin adobo

tawad diyan

tukaw

uli' kan libro niya

la'og

gibo' nin lesson plan

4. Palibhasa naguuran, da'i siya nakakahali'.

hali'

eskuela

digdi

sa'od

BIKOL TEXT

	luwas
	limpia kan kotse mo
	balik
	halat
	dangog kan programa
5.	Kon da'i ka makakapuli', da'i ka kuta' magluwas.
	luwas
	duman
	sine
	sakat
	digdi
	pu'ón 'begin'

LESSON EIGHTY-NINE

NEW CONTENT

1. pa- used in informal requests; the short form of puédeng
maka-

2. Verb base:

sublí'

hágad

Infinitive/command:

makasublí'

makahágad

pa- request:

pasublí'

'may I borrow'

pahágad

'may I have'

PRESENTATION A:

1. Puédeng makasublí' nin lápís?

Puéde.

May I borrow a pencil?

Of course.

2. Pasublí' nin lápís?

Puéde.

Can I borrow a pencil?

Yes.

PRESENTATION B:

3. Pudedéng makahágad nin sigarílyo?

Puéde.

May I have a cigarette?

Yes.

4. Pahágad nin sigarílyo?

Puéde.

May I have a cigarette?

Yes.

DRILLS

1. Q. Pudedeng makasubli' nin lapis?

A. Puede.

Q. nin lapis
 kan bisikleta mo
 nin periodiko
 nin baso
 kan kopya' mo
 kan homework mo
 nin ballpen

2. Q. Pudedeng makahagad nin sigarilyo?

A. Puede.

Q. sigarilyo
 papel

LESSON EIGHTY-NINE

		tubig
		tinta
		sabon
		asukar
		asin
3.	Q.	Pasubli' <u>nin lapis</u> ?
	A.	Puede.
	Q.	nin lapis
		nin bisikleta mo
		nin periodiko
		nin baso
		kan kopya' mo
		kan homework mo
		nin ballpen
4.	Q.	Pahagad nin <u>sigarilyo</u> ?
	A.	Puede.
	Q.	sigarilyo
		papel
		tubig
		tinta
		sabon
		asukar
		asin

LESSON NINETY

NEW CONTENT

-
1. po' 'sir' the polite marker
 2. kamó 'you' 2nd person plural pronoun used as the polite 2nd person singular
 3. walá 'left side'
 4. tu'ó 'right side'
 5. pá- a prefix indicating 'toward'
 6. padumán/pasíring 'toward'
 7. dirí-dirétso 'straight ahead'
 8. Verb base:
ági
Infinitive/command:
makaági 'to walk in a specific direction'
-

PRESENTATION

-
1. Sa'ín po' puédeng makaági padumán sa simbáhan?
Dirí-dirétso ka lang.
-

How can I get to the church?/(Where can I walk to go to the church?)

Just go straight ahead.

-
2. Sa'ín po' puédeng makaági pasíring sa munisípio?
Magági ka sa Mabíni abót sa pláza.
-

Pagabót mo diyán mahihilíng mo an munisípio sa walá/tu'ó.

LESSON NINETY

How do I get to the town hall?/(Where do I walk to go to the town hall?)

Go/(walk) on Mabini up to the plaza.

When you arrive there, you'll see the town hall on the left/right.

3. Pasa'ín po' an jéep na iyán?

Pa-Daragá.

Where does that jeep go to?

(To) Daraga.

4. Pasíring sa'ín an hagyánan na iyán?

Paita'as.

Where do those stairs go to?

Upstairs.

5. Masa'ín po kamó?

Sa Legázpi.

Where are you going?

To Legazpi.

DRILLS

1. Q. Sa'ín po' puedeng makaagi paduman sa simbahan?

A. Diri-diretso ka lang.

Q. simbahan

BIKOL TEXT

		sentro		
		sinehan		
		sa'od		
		eskuelahan		
		banwa'an		
2.	Q.	Sa'in po' puedeng makaagi pasiring sa <u>simbahan</u> ?		
	A.	Magagi ka sa Mabini St. abot sa plasa. Pagabot mo diyan, mahihiling mo an munisipio sa <u>wala</u> .		
	Q.	simbahan	A.	wala
		eskuelahan		tu'o
		harong ni Tim		tu'o
		sinehan		wala
		klínik 'clinic'		tu'o
		Naga Restaurant		wala
3.	Q.	Pasa'in po' an jeep na ini?		
	A.	Pa- <u>Daraga</u> po'.		
	A.	Daraga		
		Legazpi		
		Pili		
		Ba'ao		
		etc.		
4.	Q.	Pasiring sa'in an hagyanan na iyan?		
	A.	<u>Paita'as</u> .		
	A.	ita'as		
		baba'		

LESSON NINETY

	luwas		
	la'og		
	salog		
	likod		
	atubangan		
5.	Q.	Masa'in po' <u>kamo</u> ?	
	A.	Maduman <u>ako</u> sa Manila'.	
	Q.	kamo	A. ako
		kamo	ako
		kamo	ako
		etc.	

LESSON NINETY-ONE

Continuing State Affix: naka-

NEW CONTENT

1. Continuing state with verbs taking the infinitive mag-, i- in the regular series: naka-
2. Continuing states with igwa/may sentences: may naka-
3. Demonstrative pronouns:

<u>uní</u>	‘here it is’
------------	--------------

<u>uyá</u>	‘there it is’
------------	---------------

<u>utó</u>	‘there it is (farther than <u>uyá</u>)’
------------	--

4. Verb base:

<u>dukót</u>	
--------------	--

<u>salák</u>	
--------------	--

<u>páko’</u>	
--------------	--

<u>bugták</u>	
---------------	--

Continuing states:

<u>nakadukót</u>	‘stuck’
------------------	---------

<u>nakasalák</u>	‘mixed’
------------------	---------

<u>nakapáko’</u>	‘nailed’
------------------	----------

<u>nakabugták</u>	‘placed’
-------------------	----------

PRESENTATION A:

1. Nakadukót an lapis ko sa lamésa.

My pencil is stuck to the table.

LESSON NINETY-ONE

2. Nakasalák an Bíkol ko sa English.

My Bikol is mixed with English.

PRESENTATION B:

3. Arín an lanób may nakapákong retráto?

Uto.

Which is the wall with a picture nailed to it?

There it is.

Substitute for the underlined word in the above presentation the following:

a. uyá there it is (not as far as uto)

b. uní here it is

4. An pantalón ko may nakadukót na malúto'.

My pants have rice stuck to them.

5. Há'in an bóte may nakabugták na bapór?

Uní.

Where is the bottle with a boat in it?

Here it is.

DRILLS

1. Nakadukot an lapis ko sa lamesa.

lapis

BIKOL TEXT

	baso
	libro
	papel
	kamót 'hand'
	kutsara
	plato

2. Nakasalak an Bikol ko sa English.

	English
	Tagalog
	Cebuano
	Hiligaynon
	Ilocano
	Kapampangan
	Kastila

3. An pantalon ko may nakadukot na maluto'.

	maluto'
	ati'
	papel
	du'ot
	karne
	baybay
	bubble gum

4. Q. Ha'in an boteng may nakabugtak na bapor?

A. Uni.

	Q. bapor
--	----------

LESSON NINETY-ONE

		sigarilyo
		papel
		bateria
		porporo
		lapis
		sensilyo
5.	Q.	Arin an lanob na may nakapakong <u>retrato</u> ?
	A.	Uya.
	Q.	retrato
		kalendário 'calendar'
		salming
		relo
		thermometer
6.	Q.	Nahiling mo <u>si Boy</u> ?
	A.	Uto.
	Q.	si Boy
		an maestro ko
		an tugang mo
		si Mr. Reyes
		an ayam mi
		an kotse ni Mr. Santos

LESSON NINETY-TWO

NEW CONTENT

-
1. Continuing state with verbs taking the infinitive mag- in the regular series: naka-

-
2. Demonstrative pronouns showing emphasis

<u>iníng</u> ... <u>iní</u>	‘this here’
-----------------------------	-------------

<u>iyán na</u> ... <u>iyán</u>	‘that there’
--------------------------------	--------------

<u>itóng</u> ... <u>itó</u>	‘that there (farther than <u>iyán</u>)’
-----------------------------	--

-
3. Verb base:

<u>ngúrot</u>	
---------------	--

<u>ngísi</u>	
--------------	--

<u>itóm</u>	
-------------	--

<u>túkaw</u>	
--------------	--

<u>higdá’</u>	
---------------	--

<u>tindóg</u>	
---------------	--

Continuing states:

<u>nakangúrot</u>	‘frowning’
-------------------	------------

<u>nakangísi</u>	‘smiling’
------------------	-----------

<u>nakaitóm</u>	‘in black’
-----------------	------------

<u>nakatúkaw</u>	‘sitting’
------------------	-----------

<u>nakahigdá’</u>	‘lying down’
-------------------	--------------

<u>nakatindóg</u>	‘standing’
-------------------	------------

PRESENTATION

-
1. Áno an itsúra kan maéstro mo?

Pírme siyáng nakangúrot.

LESSON NINETY-TWO

What does your teacher look like?

She's always frowning.

Substitute for the underlined word in the above presentation the following:

a. nakangísi smiling

2. Sí'isay iyán?

Há'in?

Itóng nakashorts itó.

Who's that?

Where?

That one in shorts.

Substitute for the underlined words in the above presentation the following:

a. iyán na ... iyán that one (nearer than itóng ... itó)

b. iníng ... iní this one

3. Tá'no ta nakaitóm siyá?

Nagadán an tátay niyá.

Why is she in black?

Her father died.

4. Sí'isay an nakatúkaw sa sála?

Si Mr. De los Réyes.

BIKOL TEXT

Who's sitting in the sala.

Mr. De los Reyes.

Substitute for the underlined word in the above presentation the following:

- a. nakahigdá' lying down
- b. nakatindóg standing up

DRILLS

1. Q. Ano an itsura kan maestro mo?

- A. Pirme siyang nakangurot.

Pirme siyang nakangisi.

- Q. kan maestro mo A. ngurot

kan maestro mo ngisi

kan tugang ni Bill ngurot

kan tatay niya ngurot

ni Tony ngisi

ni Miss Britanico	ngisi
-------------------	-------

kan Mayor Santos ngurot

2. Q. Si'isay itong nakashorts ito?

- A. Si Magno.

- Q. shorts

sinelas

ténis 'sneakers'

barong

kopya'

mini-skirt

itom

LESSON NINETY-TWO

		puti'
		pula
3.	Q.	Ano an ngaran kan ining <u>tela</u> ini?
	A.	<u>Dacron</u> .
	Q.	tela
	A.	dacron
		pláka 'record'
		Rigotetto
		tinampo
		Rizal
		bario
		San Roque
		tinta
		Parker
		pila
		Everready
4.	Q.	Si'isay an nakat <u>tukaw</u> sa <u>sala</u> ?
	A.	Si Jose.
	Q.	tukaw, sala
		higda, kuarto ko
		tindog, balkon
		turog, komidor

UNIT SIX

The Causative Series

Lessons 93-95	The causative infinitive affixes <u>magpa-</u> , <u>pa-</u> + <u>-on</u> for verbs taking <u>mag-</u> , <u>-on</u> and <u>mag-</u> , <u>i-</u> in the regular series.
Lessons 96-97	The causative infinitive affixes <u>magpa-</u> , <u>ipa-</u> + <u>-on</u> for verbs taking <u>mag-</u> , <u>-on</u> and <u>mag-</u> , <u>i-</u> in the regular series.
Lessons 98-99	The causative infinitive affixes <u>magpa-</u> , <u>pa-</u> + <u>-on</u> , <u>pa-</u> + <u>-an</u> for verbs taking <u>mag-</u> , <u>-an</u> in the regular series.
Lesson 100	The causative with the <u>pig-</u> alternate form.
Lesson 101	The causative forms of <u>dará</u> , <u>sublí'</u> , and <u>bákal</u> .
Lesson 102	The causative infinitive affixes <u>magpa-</u> , <u>pa--on</u> for verbs taking <u>mag-</u> in the regular series.
Lessons 103-105	Additional causatives.

BIKOL TEXT

Lessons 106-108	The causative infinitive affixes <u>makapa-</u> ; <u>mapa-</u> <u>ikapa-</u> , <u>mapa-</u> + <u>-an</u> , for verbs taking <u>maka-</u> ; <u>ma-</u> , <u>ika-</u> , <u>ma-</u> + <u>-an</u> in the ability/accident series.
Lessons 109-110	The locative to show effect <u>ma-</u> + <u>-an</u> .

LESSON NINETY-THREE

The Causative Infinitive Affix pa- + -on for Verbs Taking mag-, -on and mag-, i- in the Regular Series

NEW CONTENT

1. The infinitive pa- + -on to focus on the one asked to do something
2. Past and progressive tenses of verbs taking pa- -on in the infinitive: pina-, pinapa-
3. Verb base:

bása

tarám

Infinitive/command:

pabasáhon

‘to have someone read’

pataramón

‘to have someone speak’

Past tense:

pinabása

pinatarám

Progressive tense:

pinapatarám

pinapabása

PRESENTATION

1. Pinabása akó kan “Nóli me Tángere.”

BIKOL TEXT

I was asked to read “Noli me Tangere.”

2. May probléma ka?

Iyó. Pinapabása akó kan “Nóli me Tangere.”

Do you have a problem?

Yes. I’m being asked to read “Noli me Tangere.”

3. Pinapatarám akó nin Bíkol ni Mr. Réyes.

I’m being asked to speak in Bikol by Mr. Reyes.

DRILLS

1. Pinabasa ako kan ‘Tale of Two Cities’.

‘Tale of Two Cities’

‘Catch 22’

‘1984’

etc.

2. Pinabasa ako kan ‘Tale of Two Cities’.

ako

si Boy

kami

sinda

sinda ni Carlos

kita

3. Pinabasa ako kan ‘Tale of Two Cities’.

basa, kan ‘Tale of Two Cities’

LESSON NINETY-THREE

dangog, kan speech ni Presidente Marcos
gibo, nin dictionary
luto', nin adobo
praktis, kan bayleng ito
rebiyu, kan 'Civil War'
halat, ki Lando
hapit, kan bulong sa botika
tahi', nin polo
tanom, nin kamátes 'tomatoes'
hanap, kan bakánteng kuárto 'vacant room'
kanta, kan 'National Anthem'

4. Q. Pinabasa ka na kan 'Tale of Two Cities'?

A. Da'i. Da'i pa ako pinapabasa kaiyan.

Q. pinabasa, kan 'Tale of Two Cities'	A. pinapabasa
pinabukas, nin bentana'	pinapabukas
pinadangog, kan programa sa DZRB	pinapadangog
pinagibo, nin outline	pinapagibo
pinapatos, kan bado' mo	pinapapatos
pinashine, kan sapatos niya	pinapashine
pinahalat, ki Marilyn	pinapahalat
pinababa', kan maleta mo	pinapababa'
pinareport, kan 'History of Russia'	pinapareport

5. Q. May problema ka?

BIKOL TEXT

A. Iyo. Pinapabasa ako kan '1984'.

A. basa, kan '1984'

ubos, kan serbesa

tapos, kan trabaho ko ba'go mag-Nobiembre

uli', kan libro ni Boyet

taram, nin Bikol

luto', nin hamburgers

plántsa 'iron', kan mga polo ko

abri 'open', kan mga lata 'cans'

hanap, ki Celso

hatod, ki Mr. Reyes sa estasion

apod, saiya

6. Pinapahalat ako ki Celso ni Mr. Palma.

ni Mr. Palma

ni Marilyn

kan maestro ko

kan mga magurang ko

kan tugang ko

ni Daisy

7. Pinapataram ako nin Bikol ni Mr. Santos.

ni Mr. Santos

ni Flo

kan maestro ko

kan mga amigo ko

kan supervisor mi

LESSON NINETY-FOUR

The Causative Infinitive Affix magpa- for Verbs Taking mag-, -on and mag-, i- in the Regular Series

NEW CONTENT

1. The infinitive magpa- to focus on the one doing the asking
2. Past and progressive tense of verbs taking magpa- in the infinitive: nagpa-, nagpapa-
3. Verb base:

bása

Infinitive/command:

nagpabása

‘to have someone read’

Past tense:

nagpabása

Progressive tense:

nagpapabása

PRESENTATION

1. Sí’isay an nagpabása saindó kan ‘Catch 22’?

An maéstro mi.

Who is asking you to read ‘Catch 22’?

Our teacher.

2. May probléma kami.

Tá'no?

An maéstro mi an nagpapabása samúya' kan 'Catch 22.'

We have a problem.

Why?

Our teacher is asking us to read 'Catch 22.'

DRILLS

1. Q. Si'isay an nagpabasa saimo kan 'Tale of Two Cities'?

A. Si Mr. Cruz.

A. si Mr. Cruz

an maestro mi

an amigo ko

si Prof. Constantino

2. Q. Si'isay an nagpabasa saimo kan 'Catch 22'?

A. Si Mr. Cruz.

Q. saimo

saindo

satuya'

sainda

ki Boyet

ki Mr. Reyes

3. Q. Si'isay an nagpabasa saimo kan 'Catch 22'?

A. Si Mr. Cruz.

LESSON NINETY-FOUR

	Q.	basa, kan 'Catch 22'
		dangog, kan speech ni Presidente Marcos
		gibo, nin dictionary
		luto, nin adobo
		praktis, kan jerk
		rebiyu, kan 'Civil War'
		halat, ki Carlos
		hapit, kan bulong sa botika
		tahi', kan polo
		tanom, kan kamatis
		hanap, kan bakanteng kuarto
		kanta, kan sarong banggi
4.	S.	May problema ako.
	Q.	Ta'no?
	A.	An maestro mi an nagpapabasa samuya' kan 'Catch 22'.
	A.	basa, kan 'Catch 22'
		dangog, kan speech ni Harold Wilson
		gibo, nin book report
		report, kan 'Chinese History'
		tapos, kan term papaer
		taram, nin Bikol
		hanap, nin 'New York Times'
		sabat, ki Senador Lagumbay sa estasion
5.		Pinapapraktis ko sinda kan jerk.
		praktis, kan jerk

BIKOL TEXT

ubos, kan serbesa
tapos, kan trabaho ba'go mag-Nobiembre
uli', kan mga libro
taram, nin Bikol
hanap, kan mga alibángbáng 'dragon flies'
hapit, kan direktor
gibo, nin outline

LESSON NINETY-FIVE

NEW CONTENT

1. Infinitive/command and future tense of verbs taking magpa- in the infinitive: magpa-, mapa-
2. Infinitive/command and future tense of verbs taking pa- + -on in the infinitive: pa- + -on, papa- + -on
3. Verb base:

bása

Infinitive/command:

pabasáhon magpabása 'to have someone read'

Future tense:

papabasáhon mapabása

PRESENTATION

1. Pabasáhon mo si José kan '1984'.

Síge. Papabasáhon ko siyá kaiyán.

Have Jose read '1984.'

OK. I'll have him read that.

2. Áno an gigibóhon kan maéstro ta sa ága?

Mapabása da'á siyá satúya'.

What is our teacher going to do tomorrow?

They say she's going to have us read.

3. Kon máyo' kang itutukdó', magpabása ka lang.

If you have nothing to teach, just have (them) read.

DRILLS

1. S. Pabasahon mo si Jose kan '1984.'

A. Sige. Papabasahon ko siya.

S. Si Jose

A. siya

sinda

sinda

si Carlos

siya

sindang duwa

sinda

sinda ni Totoy

sinda

2. Pabasahon mo sinda kan '1984'.

basa, kan '1984'

kanta, kan Sarong Banggi

rebiyu, kan Chapter 20

praktis, kan 'O Holy Night'

hapit, ki Daisy

apon, kan basura 'garbage'

tanom, nin kamates

report, kan 'Student Strike'

3. Q. Ano an sasabihon mo sainda?

A. Papakantahon ko sinda kan Sarong Banggi.

A. kanta, Sarong Banggi

tanom, nin talóng 'eggplant'

halat, ki Charito

pili', nin Presidente

LESSON NINETY-FIVE

patos, kan mga libro ninda
plantsa, kan mga plantalon
dangog, kan programa sa CBS

4. Q. Ano an gigibohon kan maestro ta sa aga?

A. Mapabasa da'a siya satuya'.

A. basa
tahi'
luto'
rebiyu
kanta
translate
praktis
plantsa
tanom

5. Kon mayo' kang itutukdo', magpabasa ka lang.

basa
praktis
translate
kanta
rebiyu
report
taram

6. Pagirumdumon mo ako na magsine sa aga. 'Remind me ...'.

magsine sa aga

BIKOL TEXT

	gibohon ko an lesson plan
	isakat ko an baso
	adalan ko an Bikol ba'go ako magturog
	halaton ko si Fely pagkatapos kan sine
	magsimba sa Domingo
	subli'on ko an lapis ba'go magpu'on an test
	gibohon ko an homework ko

LESSON NINETY-SIX

The Causative Infinitive Affix ipa- for Verbs Taking mag-, -on and mag-, i- in the Regular Series

NEW CONTENT

1. The infinitive ipa- to focus on the object of the caused action
2. The past tense of verbs taking ipa- in the infinitive: ipina-
3. Verb base:

bása

repórt

Infinitive/command:

ipabása 'to have something read'

iparepórt 'to have something reported on'

Past tense:

ipinabása

ipinarepórt

PRESENTATION

1. Áno an ipinábasa saímo?

'1984.'

What were you asked to read?

'1984.'

2. Ano an ipinabása mo ki Marilyn?

‘Ivanhoe.’

What did you ask Marilyn to read?

‘Ivanhoe.’

3. Ano an ipinarepórt saímo ni Dr. Constantíno?

An revolution.

What did Dr. Constantino ask you to report on?

The revolution.

DRILLS

1. Q. Ano an ipinabasa saimo?

A. ‘1984’.

A. ‘1984’

‘Catch 22’

‘Tale of Two Cities’

etc.

2. Q. Ano an ipinabasa saimo?

A. ‘1984’.

Q. basa

A. ‘1984’

kanta

Sarong Banggi

hanap

an bakanteng kuarto

tanom

kamates

tahi’

pantalon

LESSON NINETY-SIX

	rebiyu	an Revolution
	praktis	volleyball
	dangog	an eleksion
3.	Q.	Ano an ipinabasa mo <u>ki Marilyn</u> ?
	A.	'1984'.
	Q.	ki Marilyn
		sa klase mo
		sa mga babayi
		ka Boyet
		sa mga aki
		sa tugang mo
		sako'
		samo'
		sainda
4.	Q.	Ano an ipinabasa mo <u>ki Marilyn</u> ?
	A.	'1984'.
	Q.	basa
	A.	'1984'
		gibo
		an homework ko
		sakat
		an silya
		kanta
		Dahil sa iyo
		praktis
		an jerk
		translate
		an poem ni Dylan Thomas
		luto'
		adobo
		plantsa
		an polo ko
		apon
		an basura

BIKOL TEXT

5.	Q.	Ano an ipinareport saimo <u>ni Dr. Constantino</u> ?
	A.	An Revolution.
	Q.	ni Dr. Constantino
		kan maestro mo
		ni Mr. Reyes
		ni Prof. Santos

LESSON NINETY-SEVEN

NEW CONTENT

-
1. Infinitive/command, progressive and future tenses of verbs taking ipa- in the infinitive:

ipa-

ipinapa-

ipapa-

-
2. Verb base:

bása

kantá

Infinitive/command:

ipabása

‘to have something read’

ipakantá

‘to have something sung’

Progressive tense:

ipinapabása

ipinapakantá

Future tense:

ipapabása

ipapakantá

PRESENTATION A:

-
1. Ipinapakantá sató’ an Saróng Banggi.

We are being asked to sing Sarong Banggi.

PRESENTATION B:

2. Áno an ipapabása ko sa kláse ko?

Ipabása mo saínda an “Nóli Me Tángere”.

What should I have the class read?

Have them read “Noli Me Tangere”.

DRILLS

1. Ipinapakanta sato' an Sarong Banggi. sato'

saimo

samo'

ki Celso

ka Peachy

sa mga lalaki

sainda

2. Ipinapakanta samo' an Sarong Banggi.

kanta, Sarong
Banggi

taram, Bikol

gibo, outline

praktis, jerk

report, student
strikes

tanom, paroy

tukdo', Math

3. Q. Ano an ipapabasa ko sa klase ko?

A. Ipabasa mo sainda an 'Noli Me Tangere'.

LESSON NINETY-SEVEN

	Q.	basa	A.	'Noli Me Tangere'
		rebiyu		Japanese Occupation
		tanom		síli 'chili pepper'
		tahi'		pantalon
		gibo		term paper
		hiling		slides mo sa Hong Kong
		kanta		folk song
4.	Q.	Si'isay an paparibiyuhon mo kan <u>Japanese Occupation</u> .		
	A.	An klase ko.		
	Q.	ribiyu, kan Japanese Occuaption		
		report, kan Depression		
		translate, kan Ultimo Adios		
		basa, kan Ulyses		
		kanta, nin kantang Bikol		
		luto', nin adobo		
		tahi', kan polo ko		
		patos, kan bado' ko		
5.	Q.	Ano an ipaparibiyu mo ki Daisy?		
	A.	An <u>Japanese Occupation</u> .		
	Q.	ribiyu	A.	Japanese Occupation
		report		Depression
		kanta		kantang Bikol
		translate		Ultimo Adios
		basa		Ulyses

BIKOL TEXT

		luto'	adobo
		tahi'	polo ko
		pato	bado' ko
6.	Q.	Si'isay an nagparibiyu saimo <u>kan Japanese Occupation</u> ?	
	A.	Si Dr. Bolinas.	
	Q.	ribiyu, kan Japanese Occupation	
		report, kan depression	
		kanta, kan kantang Bikol	
		translate, kan Ultimo Adios	
		hapit, kan bulong	
		uli', kan libro ko	
		tarom, nin Bikol	

LESSON NINETY-EIGHT

The Causative Infinitive Affix magpa-, pa-
+ -on, pa- + -an For Verbs
Taking mag-, -an in the Regular Series

NEW CONTENT

1.	The infinitive <u>magpa-</u> to focus on the one doing the asking	
2.	The infinitive <u>pa--on</u> to focus on the one asked to do something	
3.	The infinitive <u>pa--an</u> to focus on the object of the caused action	
4.	Past tense of verbs taking the infinitive <u>pa-</u> + <u>-an</u> : <u>pina-</u> + <u>-an</u>	
5.	Verb base:	
	<u>ádal</u>	
	<u>atender</u>	
	Infinitive/command:	
	<u>paádalon</u>	'to have someone study'
	<u>paadalan</u>	'to have something studied'
	<u>magpaádal</u>	
	<u>paatenderón</u>	'to have someone attend'
	<u>paatenderán</u>	'to have something attended'
	<u>magpaatender</u>	
	Past tense:	

BIKOL TEXT

pinaádal

pinaatendér

pinaadálan

pinaatenderán

nagpaádal

nagpaatendér

PRESENTATION

1. Pinaádal akó nin Bíkol.

I was asked to study Bikol.

2. Áno an pinaadálan saímo?

Bíkol.

What were you asked to study?

Bikol.

3. Sí'isay an nagpaatendér saímo kan seminár?

Si Mr. Encarnación.

Who asked you to attend the seminar?

Mr. Encarnacion.

DRILLS

1. Pinaadal ako nin Bikol.

Bikol

WWI

Ingles

Revolution

LESSON NINETY-EIGHT

2. Pinaadal ako nin Bikol.

adal, nin Bikol

atender, kan seminar

bantay, kan maletang ini

kapot, kan kamera

laba, kan bado' ni Eddie

limpia, kan kuarto mo

námit 'taste', kan adobo

ríbay 'change', kan sapatos ko

sigíd 'sweep', kan kosina

iba, saimo

imbitar, ki Lita

tabang, saindo

3. Q. Si'isay an pinaadal mo nin Bikol?

A. Si Benjie.

Q. adal, nin Bikol

atender, kan seminar

bantay, kan maleta ko

kapot, kan kamera ko

laba, kan bado' ko

limpia, kan kuarto ko

ribay, tseke ko

sigid, kan salog

iba, sako'

imbitar, ki Lita

tabang, samuya'

BIKOL TEXT

4.	Q.	Ano an pinaadalan mo <u>ki Celso</u> ?	
	A.	World War I.	
	Q.	ki Celso	
		samuya'	
		sako'	
		ka Emma	
		sa klase mo	
5.	Q.	Ano an pinaadalan saimo?	
	A.	<u>WWI</u> .	
	Q.	adal	A. WWI
		atender	an seminar
		bantay	an maleta
		laba	an bado' ko
		limpia	an kotse kan Supervisor
		baya'	an pigigibo ko
		pírma 'sign'	an kontráta 'contract'
6.	Q.	Si'isay an nagpaatender saimo <u>kan seminar</u> ?	
	A.	Si Mr. Salvador.	
	Q.	atender, kan seminar	
		adal, nin Bikol	
		bantay, kan harong mi	
		ribay, kan sapatos mo	
		iba, sako'	
		hadók 'kiss', saiya	
		tabang, ki Baby	
		sigid, kan kuarto ko	

LESSON NINETY-NINE

NEW CONTENT

-
1. Infinitive/command, progressive and future tense of verbs taking pa- + -an in the infinitive:

pa- + -an

pinapa- + -an

papa- + -an

-
2. Verb base:

ádal

Infinitive/command:

paadálon

‘to have someone study’

paadálan

‘to have something studied’

magpaádal

Progressive tense:

pinapaádal

pinapaadálan

nagpapaádal

Future tense:

papaadálon

papaadálan

magpapaádal

PRESENTATION

-
1. Nagaáno ka?

Pinapaádal akó nin Bíkol.

What are you doing?

I'm being asked to study Bikol.

2. Áno an pinapaadalan saímo sa kláse mo?

Chapter 1.

What are you being asked to read in your class?

Chapter 1.

3. Arín an papaadalan ko ki Émma?

Paadalan mo saíya an 'Philippine History.'

Which will I ask Emma to study?

Have her study 'Philippine History'.

DRILLS

1. Q. Nagaano ka?

A. Pinapaadal ako nin Bikol.

A. adal, nin Bikol

bantay, kan kotse ni Celso

laba, kan tenis ni Andy

limpia, kan sala

pirma, kan resibo 'receipt'

ribay, kan bado' ko

sera, kan mga bentana'

tabang, ki Auring

imbitar, sa mga babayi

LESSON NINETY-NINE

2. Q. Ano an pinapaadalan mo sa klase mo?

A. Chapter 1.

Q.	adal, sa klase mo	A.	Chapter 1
	sera, ki Pa'eng		an mga bentana'
	sigid, sa tugang mo		an balkon
	hugas, sa katábang 'maid'		an mga plato
	laba, sa labandera mo		an mga pantalon ko
	pirma, sa mga magurang mo		an report card ko
	bantay, sako'		an kotse ko

3. Q. Si'isay an pinapaimbitaran mo?

A. Si Jessie.

Q.	imbitar
	tabang
	iba
	bantay
	tukdo'
	regalo
	surat
	sabi
	apód 'call on the phone'

4. Q. Arin an papaadalan ko ki Loly?

A. Paadalan mo saiya an 'Philippine History'.

BIKOL TEXT

	Q.	adal	A.	'Philippine History'
		imbitar		si Bandung
		tabang		si Ben
		limpia		an kuarto niya
		baya'		an guitar lesson
		korehir		an short answer part
		iba		an bagóhan 'new comer'
		surat		an gobierno
5.	Pasuraton mo saiya si Benjie.			
		surat, si Benjie		
		tukdo', an second year		
		uli', an bola		
		hapot, si Lordes		
6.	Q.	Ano an ipapasurat ko saiya?		
	A.	An essay.		
	Q.	surat	A.	an essay
		tukdo'		Math
		uli'		an bola niya
		hapot		kon madigdi siya

LESSON 100

The Causative with the pig- Alternate Form

NEW CONTENT

1. The past and progressive tense of the causative with the pig- alternate form: pigpa-, pigpapa-

2. Verb base:

bása

pírma

ádal

repórt

imbitár

Infinitive/command:

pabasáhon

ipabása

pareportón

iparepórt

papirmahón

papirmahán

paadálon

paadálan

paimbitarón

paimbitarán

Past tense:

pigpabása

ipigpabása

pigparepórt

ipigparepórt

pigpapírma

pigpapirmahán

pigpaádal

pigpaadálan

pigpaimbitár

pigpaimbitarán

Progressive tense:

pigpapabása

ipigpapabása

BIKOL TEXT

<u>pigpapaprepórt</u>	<u>ipigpaparepórt</u>
<u>pigpapapírma</u>	<u>pigpapapirmahán</u>
<u>pigpapaádal</u>	<u>pigpapaadálan</u>
<u>pigpapapimbitár</u>	<u>pigpapaimbitarán</u>

PRESENTATION A:

1. Pigpabása akó kan '1984.'

I was asked to read '1984.'

2. Pigpapapírma akó nin kontráta.

I'm being asked to sign a contract.

PRESENTATION B:

3. Áno an ipigpabása mo ki Rosalínda?

'The Painted Bird'.

What did you ask Rosalinda to read?

'The Painted Bird'.

4. Áno an ipigpaparepórt saímo?

'The Carpetbaggers'.

What are you being asked to report on?

'The Carpetbaggers'.

5. Áno an pigpaadálan mo sa túgang ko?

LESSON 100

Bikol.

What did you ask my brother to study?

Bikol.

6. Sísay an pigpapaimbitarán saímo?

Si Cély.

Who are you being asked to invite?

Cely.

DRILLS

1. Pigpabasa ako kan '1984'.

basa, kan '1984'

dangog, kan speech ni Senador Lagumbay

gibo, nin dictionary

praktis, kan jerk

rebiyu, kan 'Civil War'

halat, ki Tony

tukdo', kan Math

adal, nin Bikol

laba, kan medias ko

bantay, kan harong mi

2. Pigpapapirma ako nin kontrata.

pirma, nin kontrata

hugas, kan kotse niya

sigid, kan sala

BIKOL TEXT

		surat, ki Lando	
		iba, saiya	
		report, kan Depression	
		translate, kan pigsasabi niya	
3.	Q.	Ano an ipigpabasa mo ki Rosalinda?	
	A.	<u>'The Painted Bird'</u> .	
	Q.	basa	A. 'The Painted Bird'
		apon	an basura
		translate	an pigsabi ni Tsong Rolando
		praktis	'O Holy Night'
		kanta	Sarong Banggi
		sakat	an mga silya
4.	Q.	Ano an ipigpapareport saimo?	
	A.	<u>'The Carpetbaggers'</u> .	
	Q.	report	A. 'The Carpetbaggers'
		bakal	sigarilyo
		gibo	an essay
		tanom	kamates
		kanta	an Christmas Carol
		tukdo'	English
5.	Q.	Ano an pigpaadalan mo sa tugang ko?	
	A.	<u>Bikol</u> .	
	Q.	adal	A. Bikol
		atender	an lecture ni Dr. Bernardo
		kapot	an kamera ko

LESSON 100

	limpia	an kuarto niya
	ribay	medias niya
6.	Q.	Si'isay an pigpapaimbitaran mo?
	A.	Si Cely.
	Q.	imbitar
		iba
		surat
		hapot
		tabang
		hadok
		bantay
		regalo

LESSON 101

The Causative Forms of dará, sublí' and bákal

NEW CONTENT

1.	Verb base:	
	<u>dará</u>	
	<u>sublí'</u>	
	<u>bákal</u>	
	Infinitive/command:	
	<u>ipadará</u>	'to send something'
	<u>padarahán</u>	'to send to'
	<u>magpadará</u>	
	<u>ipasublí'</u>	'to lend something'
	<u>pasubli'ón</u>	'to lend to'
	<u>magpasublí'</u>	
	<u>ipabákal</u>	'to sell'
	<u>magpabákal</u>	

PRESENTATION A:

1.	Áno an ipapadará mo ki Fráncie?
	An mga libró.

LESSON 101

What will you send to Francie?

The books.

2. Máyong lápis si Berto.

Ipasublí' mo saíya.

Berto has no pencil.

Lend one to him.

3. Ipinapabákal nindó an sigarílyo?

Iyó.

Do you sell cigarettes?

Yes.

PRESENTATION B:

4. Kon máyo' kang libró, papadarahán taká.

If you don't have a book, I'll send you one.

5. Kon máyo' kang papél, papasubli'ón taká.

If you don't have any paper, I'll lend you some,

PRESENTATION C:

6. Sa'ín nagpapabákal nin téla?

Sa sa'ód.

BIKOL TEXT

Where is cloth sold?

In the market.

7. Sí'isay an nagpadará saímo nin libró?

Si Mrs. Pálma

Who sent you a book?

Mrs. Palma.

8. Sí'isay an nagpasubli' saímo nin papél?

Si Níta.

Who lent you the paper?

Nita.

DRILLS

1. Q. Ano ipapadara mo ki Francie?

A. An mga libro.

A. mga libro

tseke

kuarta

retrato ko

essay ko

an kamera

regalo

2. S. Mayong lapis si Berto.

A. Ipasubli' mo saiya.

LESSON 101

	S.	lapis
		libro
		kuarta
		bisikleta
		kotse
		sweater
3.	Q.	Ipinapabakal nindo an <u>sigarilyo</u> ?
	A.	Iyo.
	Q.	sigarilyo
		tela
		tinta
		gift wrap
		pasta
		lapis
		sabon
4.		Kon mayo' kang <u>libro</u> , papadarahan taka.
		libro
		kuarta
		retrato ko
		kamera
		regalo
		tinta
5.		Kon mayo' kang <u>papel</u> , papasubli'on taka.
		papel
		bisikleta

BIKOL TEXT

		kotse
		sweater
		ballpen
		plato
6.	Q.	Sa'in nagpapabakal nin <u>tela</u> ?
	A.	Sa sa'od.
	Q.	tela
		gas 'kerosene'
		sahon
		karning urig
		tinta
		salming
		batería 'batteries'
7.	Q.	Si'isay an nagpadara saimo nin <u>libro</u> ?
	A.	Si Elsa.
	Q.	libro
		kuarta
		retrato ko
8.	Q.	Si'isay an nagpasubli' saimo nin <u>papel</u> ?
	A.	Si Terry.
	Q.	papel
		bisikleta
		sweater
		ballpen

LESSON 102

The Causative Infinitive Affixes magpa-, pa- + -on for Verbs Taking mag- in the Regular Series

NEW CONTENT

1. Verb base:

háli'

sím̃ba

síne

Infinitive/command:

paháli'on

magpaháli'

'to send away'

pasinéhon

magpasíne

'to send to the movies'

pasimbáhon

magpasím̃ba

'to send to church'

PRESENTATION

1. Pinaháli' akó dumán.

Sí'isay an nagpaháli' saímo?

Si janitór.

I was asked to get away from there.

Who told you to leave?

The janitor.

2. Pinapasím̃ba kamí.

Sí'isay an nagpapasím̃ba saindó?

An mga pádi'.

BIKOL TEXT

We're being asked to go to church.

Who's making you go to church?

The priests.

3. Ánong óras papasinéhon ko sindá?

Pasinéhon mo sindá pag-alás sa'ís.

What time should I send them to the movies?

Send them to the movies at six o'clock.

4. Iká an mapasíne sa mga áki'?

Bakó' akó. Si Célso.

You're the one who's going to send the children to the movies?

Not me. Celso.

DRILLS

1. Pinahali' ako duman.

hali', duman

puli'

lúsad 'get off (e.g. the bus)', digdi

buélta 'return', digdi

digdi

2. Pinapasimba kami.

simba

LESSON 102

sine
turog, duman
istar, digdi
la'og
luwas
puli'
sakat
duman

3. Q. Anong oras papasinehon ko sinda?

A. Alas sa'is.

Q. sine

simba

digdi

puli'

la'og

turog

buelta

4. Pasinehon mo sinda pag-alas sa'is.

sine

simba

turog

puli'

hali'

la'og

luwas

sakat

BIKOL TEXT

5.	Q.	Si'isay an nagpala'og saindo?
	A.	Si Carlos.
	Q.	la'og
		puli'
		buelta
		sakat
		inot
		hali'
		digdi
		sine
6.		Bako' ako. Si Celso an mapasine sainda.
		sine
		sakat
		adal
		buelta
		sigid
		makinilya
		report
		atender
		halat
		basa

LESSON 103

Additional Causatives ‘to feed,’ ‘to give drink to’

NEW CONTENT

1. sabi used with the causative

2. Verb base:

kakán

inóm

Infinitive/command:

<u>ipakakán</u>	‘to feed something (give something to eat)’
-----------------	---

<u>ipainóm</u> ,	‘to give something to drink’
------------------	------------------------------

<u>pakakanón</u>	‘to feed someone’
------------------	-------------------

<u>painomón</u>	‘to give someone something to drink’
-----------------	--------------------------------------

PRESENTATION

1. Arín na áyam an pinakakán mo?

An putí’.

Áno an ipinakakán mo kaitó?

Malúto’.

Which dog did you feed?

The white one.

What did you feed him?

Rice.

BIKOL TEXT

2. Painomón mo an mga bisíta.

Áno an ipapainóm ko saindá?

Cóke.

Give the visitors something to drink.

What should I give them to drink?

Coke.

3. Sinabíhan akóng pakakanón ko si áyam.

Sí'isay an nagsábi saímo na pakakanón mo si áyam?

Si Flo.

I was told to feed the dog.

Who told you to feed the dog?

Flo.

4. Sí'isay an nagpakakán kan áyam?

Akó.

Who fed the dog?

I did.

DRILLS

1. Q. Arin na ayam an pinakakan mo?

A. An puti'.

A. an puti'

an pula

LESSON 103

an cocker spaniel

si Snoopy

2. Q. Ano an ipinakakan mo kaito?

A. Maluto'.

A. maluto'

karneng nóрте 'corned beef'

karneng urig

karneng baka

adobo

tú'lang 'bone'

3. Painomon mo an mga bisita.

an mga bisita

si aki'

si Mr. Reyes

si Romy

an mga maestro

an mga eskuela 'students'

4. Q. Ano an ipapainom ko kaito?

A. Coke.

A. coke

serbesa

gin

fruit juice

salabát 'ginger tea'

tsa

BIKOL TEXT

		kape
5.	Q.	Igwa nang nagpapinom sa mga bisita?
	A.	Igwa. <u>Si Romy</u> .
	A.	si Romy
		si Magno
		etc.
6.	Q.	Igwa nang ipapakakan sa mga ayam?
	A.	Igwa. <u>Maluto</u> '.
	A.	maluto'
		tu'lang
		karneng baka
		hamburger
		karneng urig
7.		Sinabihan akong pakakanon ko <u>si ayam</u> .
		si ayam
		si Francie
		an mga aki'
		an mga bisita
		an mga eskuela
8.	Q.	Si'isay an nagsabi saimo na painomon mo an mga bisita?
	A.	<u>Si Mrs. Palma</u> .
	A.	si Mrs. Palma
		an ina' ko

LESSON 103

an tugang ko

an ama' ko

an maestro ko

9. Q. Si'isay an nagpakakan kan ayam?

A. Ako.

A. ako

si Boy

an tugang ko

LESSON 104

Additional Causatives 'to introduce'

NEW CONTENT

1. Adjectives:

bistádo 'acquainted with'

2. Verb base:

bísto

Infinitive/command:

ipabísto magpabistó 'to introduce'

mabísto 'to know/be acquainted with'

PRESENTATION A:

1. Puédeng ipabísto mo akó ki Mr. Buéna?

Puéde.

Can you introduce me to Mr. Buena?

Of course.

2. Sí'isay an ipinabísto saímo?

Si Bécky.

Who was introduced to you?

Becky.

PRESENTATION B:

3. Ipinabísto ka ki Ámie?

LESSON 104

Nagpabísto lang akó saíya.

Were you introduced to Amie?

I just introduced myself to her.

4. Ipinabísto si Ámie saímo?

Nagpabísto lang siyá sakó'.

Was Amie introduced to you?

She just introduced herself to me.

PRESENTATION C:

5. Nabísto mo na si Tóny?

Iyó. Bistádo na kami.

Do you already know Tony?

Yes. We already know each other.

PRESENTATION D:

6. Gústo kong mabísto mo si Marílyn.

I'd like you to meet Marilyn.

DRILLS

1. Q. Puedeng ipabisto mo ako ki Mr. Buena?

A. Puede.

Q. ki Mr. Buena

sa babayi diyan

BIKOL TEXT

		sa mga magurang mo
		sa maestro mo
		ki Mrs. Palma
2.	Q.	Si'isay an ipinabisto saimo?
	A.	<u>Si Becky.</u>
	A.	si Becky
		si Flo
		an maestro niya
		si Mayor
		si Judge Palma
3.		Nagpabisto ako <u>saiya</u> .
		saiya
		sa maestro mo
		sa mga magurang mo
		ki Boyet
4.		Nagpabisto <u>siya</u> sako'.
		siya
		si maestro mo
		si mga magurang mo
		si Romy
5.	Q.	Nabisto mo na <u>si Tony</u> ?
	A.	Iyo. Bistado na kami.
	Q.	si Tony
		si Totoy

LESSON 104

etc.

6. Gusto kong mabisto mo si Olive.

si Olive

an maestro ko

amigo ko

si Mr. Britanico

LESSON 105

Additional Causatives

‘to get a haircut’ ‘to show off’
‘to rest/take a break,’ ‘to go to Manila’

NEW CONTENT

1.	Verb base:	
	<u>bulóg</u>	
	<u>síkat</u>	
	<u>Maníla’</u>	
	<u>hingálo’</u>	
	Infinitive/command:	
	<u>magpabulóg</u>	‘to get a haircut’
	<u>magpasíkat</u>	‘to show off’
	<u>magpamaníla’</u>	‘to go to Manila’
	<u>magpahingálo’</u>	‘to take a rest’

PRESENTATION A:

1.	Sa’ín ka nagpabulóg?
	Sa Family Barber Shop.
	Where did you get your haircut?
	At the Family Barber Shop.

PRESENTATION B:

2.	Nagaáno si Boy?
	Índa saiya. Pírme siyáng nagpapasíkat.

What is Boy doing?

I don't know what happened to him. He's always showing off.

PRESENTATION C:

3. Masa'ín ka?

Mapamaníla' akó.

Where are you going?

I'm going to Manila.

4. Nagsa'ín si Bóyet?

Nagpamáníla' siyá.

Where did Boyet go?

He went to Manila.

PRESENTATION D:

5. Tá'no ta nagpapahingálo' ka?

Pinapahingálo' akó kan boss ko.

Why are you resting?

I was/(I'm being) told to take a break by my boss.

DRILLS

1. Q. Sa'in ka nagpabulog?

A. Sa Family Barber Shop.

BIKOL TEXT

	Q.	ka
		si Intoy
		sinda
		siya
2.	Q.	Ta'no ta nagpapahingalo' ka?
	A.	Pinapahingalo' ako <u>kan boss ko</u> .
	A.	kan boss ko
		kan boss ta
		kan maestro ko
		ni Mr. Reyes
3.		Inda <u>saiya</u> . Pirme <u>siyang</u> nagpapasikat.
		saiya, siyang
		saimo, kang
		ki Lordes, siyang
		saindo, kamong
4.	Q.	Masa'in ka?
	A.	Mapa <u>manila'</u> ako.
	A.	Manila'
		Legazpi
		Naga
		Sorsogon
		Da'et
5.	Q.	Nagsa'in <u>si Boyet</u> ?
	A.	Nagpamanila' <u>siya</u> .

LESSON 105

Q.	si Boyet	A.	siya
	sinda ni Magno		sinda
	kamo ni Jose		kami

LESSON 106

The Causative Infinitive Affixes makapa-;
mapa-, ikapa-, mapa- + -an for Verbs
Taking maka-; ma-, ika-, ma- + -an in the
Ability/Accident Series

NEW CONTENT

1. The infinitive makapa- to focus on the one who is able to have something done
2. The infinitive mapa-, ikapa-, mapa- + -an to focus on the object of the caused action
3. The past, progressive and future tense of verbs taking ma- in the ability/accident series:

napa-

napapa-

mapapa-

4. ika-:

ikinapa-

ikinakapa-

ikakapa-

5. ma- + -an:

napa- + -an

napapa- + -an

mapapa- + -an

6. maka-:

nakapa-

nakakapa-

makakapa-

LESSON 106

7. Verb base:

kakán

tahí'

dará

maníla'

Infinitive/command:

mapakakán

makapapakán 'to feed'

ikapatahí'

makapatahí' 'to have sewn'

mapadarahán

makapadará 'to send to'

makapamaníla' 'to go to Manila'

PRESENTATION A:

1. Napakakán mo na si áyam?

Da'í pa. Da'í akó nakapapakán kan áyam ta máyo'
kitáng kárne.

Have you fed the dog yet?

Not yet. I wasn't able to feed him because we
have no meat.

2. Da'í pa akó nakakapadará saíya kan súrat.

Tá'no?

Máyo' pa si Jim.

I haven't been able to send the letter to him yet.

Why?

Jim isn't here yet.

PRESENTATION B:

3. Da'í mo siyá mapapadarahán nin súrat kon serádo an post office.

You won't be able to send him a letter if the post office is closed.

PRESENTATION C:

4. Da'í ka makakapamaníla' kon máyo' kang reserbasión.

You won't be able to go to Manila if you don't have a reservation.

PRESENTATION D:

5. Tibá'ad da'í ka makapatahí' kan pólo mo ta kúlang an kúarta.

You might not be able to have your polo tailored because the money is short.

6. Ikinapatahí' mo an pólo mo?

Da'í pa.

Have you been able to have your polo sewn yet?

Not yet.

DRILLS

1.	Da'i ako nakapakakan kan ayam ta' mayo' kitang <u>karne</u> .
	karne
	maluto'
	karneng urig
	plato
	oras
2.	Tiba'ad da'i ka makapatahi' kan <u>polo</u> mo ta kulang an kuarta.
	polo
	pantalón
	long sleeve 'dress shirt'
	blouse
	pálda 'skirt'
	bado'
3.	Da'i pa ako nakakapadara saiya kan <u>surat</u> ta mayo' pa si Jim.
	surat
	libro
	homework ko
	baso
	papel
4.	Da'i ka makakap <u>amánila</u> ' kon mayo' kang reserbasion.
	Manila'

BIKOL TEXT

Legazpi

Catanduanes

Masbate

5. Q. Napakakan mo na si ayam?

A. Da'i pa.

Q. si ayam

si aki'

si Bill

an mga eskuela

an mga bisita

6. Q. Ikinapatahi' mo na an polo mo?

A. Da'i pa.

Q. polo

pantalón

blouse

bado'

palda

7. Da'i mo siya mapapadarahan nin surat, kon da'i magabot si Jim.

surat

libro

papel

lesson plan mo

homework mo

LESSON 107

NEW CONTENT

1. The causative with the ability/accident series to show cause makapa- and effect ma-
2. Numbers serving as Verb bases
3. Verb base:

lapá'

halóy

hurí

anggót

mundó'

ugmá

ngalás

Infinitive/command:

malapá'

'to rot/decay'

makapalapá'

'to cause rotting'

mahalóy

'to be kept a long time'

makapahalóy

'to be detaining'

mahurí

'to be late'

makapahurí

'to keep you late'

maanggót

'to be angry'

makapaanggót

'to be angering'

BIKOL TEXT

<u>mamundó'</u>	'to be sad/depressed'
<u>makapamundó'</u>	'to be depressing'
<u>maugmá</u>	'to be happy'
<u>makapaugmá</u>	'to make you happy'
<u>mangalás</u>	'to be surprised'
<u>makapangalás</u>	'to be surprising'

PRESENTATION A:

1. Nalapá' an tinápay diyán.

Tá'no?

Da'an na kaya'.

The bread over there spoiled/rotted.

Why?

Because it's old.

PRESENTATION B:

2. Mahahaloy ka duman sa Legazpi?

Da'i.

Mapirang aldaw ka duman?

Matulong aldaw,

Will you be a long time in Legazpi?

No.

How many days will you be there?

Three days.

PRESENTATION C:

3. Da'i kamo maghalat sako'.

Ta'no?

Tiba'ad mahuri akong magkakan.

Don't wait for me.

Why?

I might be late for eating.

PRESENTATION D:

4. Ta'no ta naaanggot ka?

Ngunyan na nahihiling ko an piggibo niya,
naaanggot ako.

Why are you angry?

Now that I see what she did, I'm angry.

PRESENTATION E:

5. Namundo' ako sa Partido.

Ta'no?

Nakakapamundo' an lugar na iyan.

I was unhappy in Partido.

Why?

That's a depressing place.

Substitute for the underlined word in the above presentation the following.

a. ugma' happy

b. ngalás surprised

DRILLS

1.		Nalapa' an <u>kahoy</u> .
		kahoy
		tinapay
		karne
		sira'
2.	Q.	Mahahaloy ka duman sa <u>Legazpi</u> ?
	A.	Da'i.
	Q.	Legazpi
		Naga
		Virac
		Manila'
3.	Q.	Mapirang aldaw ka sa Manila'?
	A.	<u>Matulong</u> aldaw lang.
	A.	tulong
		duwang
		apat na
		limang
4.	S.	Tiba'ad mahuri akong mag <u>kakan</u> .
	A.	Da'i bale.
	S.	kakan
		duman
		sine

LESSON 107

	simba
	eskuela
	buelta
5.	Naaanggot ako ki Eddie ta da'i siya ma <u>digdi</u> .
	digdi
	buelta
	puli'
	hali'
	sigid
	tukdo'
6.	Namundo' ako ta da'i nags <u>urat</u> si Cely.
	surat
	kakan
	digdi
	simbag
	buelta
7.	Nangalas ako kan <u>nahiling ko siya sa sine</u> .
	nahiling ko siya sa sine
	naaraman ko na may agom na siya
	nadangog ko an bareta'
	nadangog ko an pangaran niya
	nagdigdi ako kaso-udma'
	nahulog an baso
	nagadan si Elvie

BIKOL TEXT

8.	Nakakapamundo' an lugar diyan.
	mundo', lugar
	ugma, lugar
	anggot, gawi'-gawi'
	huri, programa

LESSON 108

NEW CONTENT

1. The causative with the ability/accident series to show cause makapa- and effect mapa-, mapa- + -an

2. Verb base:

túrog

ngísi

hibí'

salá'

bayá'

Infinitive/command:

mapatúrog

'to fall asleep'

makapatúrog

'to put you to sleep'

mapangísi

'to be forced to smile'

makapangísi

'to be silly/ridiculous'

mapahibí'

'to break out crying'

makapahibí'

'to make you cry'

mapasalá'

'to make a mistake'

makapasalá'

'to cause an error'

mapabayá'an

'to neglect'

makapabaya'

'to be neglectful'

PRESENTATION A:

1. Napatúrog akó kan nagpu'ón siyáng magtarám.

I fell asleep when she began to talk.

2. Tibá'ad mapangísi ka kon mahilíng mo siyá.

You might be forced to smile when you see her.

PRESENTATION B:

3. Napapahibí' akó.

Tá'no?

Nagadán an áyam ko.

I feel like crying.

Why?

My dog died.

PRESENTATION C:

4. Napasalá' akó.

Sa'ín ka napasalá'?

Sa pagtarám.

I made a mistake.

Where did you make a mistake?

In speaking.

PRESENTATION D:

5. Iká kayá'.

Tá'no?

Napapabayá'an mo an mga tanóm.

It's all because of you.

Why?

You're neglecting the plants.

PRESENTATION E:

6. Nakakapahalóy an prográma.

The program will detain [you] a long time.

NOTES

1. The affix mapa- may also mean 'to feel like' as in the following example: Napapahibi' ako 'I feel like crying', Napangisi ako 'I felt like laughing'.

DRILLS

1. Napaturog ako kan nagpu'on siyang magtaram.

turog

ngisi

hibi'

ti'gab

tubod

sala'

2. Napahibi' siya kan nagadan an ayam niya.

BIKOL TEXT

nagadan an ayam niya
nasulo' an harong ninda
nada'og siya
nalugadan siya kan sundang
naserahan siya sa kuarto niya
natama'an siya kan ubak
nawara' an pitaka niya
napasa' an baso niya
naipit an muro' niya
nara'ot an kotse niya

3. Tiba'ad mapangisi ka kon mahiling mo siya.

siya
an maestro ko
an babaying nakashorts
si Mr. Santos
an Professor mi

4. S. Ika kaya'.

Q. Ta'no?

A. Napapabaya'an mo an mga tanom.

A. mga tanom
mga aki'
agom mo
pageeskuela mo
trabaho mo
mga amigo mo

LESSON 108

5.	Nakakapahaloy an <u>programa</u> .
	programa
	biahe
	pagtaram kan gobernador
	pamahawan
	kawat diyan
	seminar
6.	Napapahibi' ako.
	hibi'
	udo'
	ihi'
	turog
	ngisi

LESSON 109

The Locative to Show Effect: ma- + -an

NEW CONTENT

1. Verb base:

lingáw

girumdúm

Infinitive/command:

malingawán

‘to forget something’

magirúmdumán

‘to remember something’

PRESENTATION

1. Nalingawán ko si kómples-áño niyá.

Ní’isay?

Ni Tóny.

I forgot his birthday.

Whose?

Tony’s.

2. Áño an nalingawán mo?

An kómples-áño niyá.

What did you forget?

His birthday.

3. Nagigirúmdúman ko na.

LESSON 109

Áno an nagigirúmdumán mo?

An kómpole-áño niyá.

I remember now.

What do you remember?

His birthday.

4. Sí'isay an nakalingáw kan kómpole-áño niyá?

Si Tótoy.

Who forgot his birthday?

Totoy.

5. Sí'isay an nakagirúmdúm kan kómpole-áño niyá?

Si Bill.

Who remembered his birthday?

Bill.

NOTES

-
1. The infinitive affix maka- which places the focus of attention on the actor, comes from the affix set maka,ma-. The causative affix which indicates cause, makapa- (e.g. the thing that made me remember/forget) is not presented here.
-

DRILLS

-
1. Nalingawan ko an kompole-anyo niya.
- kompole-anyo
-

BIKOL TEXT

	ngaran
	harong
	libro
	itsúra 'face'
	lapis
2.	Nalingawan ko kon <u>gura'no an kilo kan urig.</u>
	gura'no an kilo kan urig
	ta'no ta nagdigdi ako
	sa'in ibinugtak si lapis mo
	no-arin siya mabuelta
	si'isay an nagpuli'
	pira an kaipohan ko
	ki'isay na libro ini
3.	Q. Ano an nalingawan mo?
	A. An <u>ngaran niya.</u>
	A. ngaran niya
	lapis ko
	komple-anyo ni Totoy
	harong ni Flo
	kuarta ko
	pitaka ko
4.	S. Nagigirumduman ko na.
	Q. Ano?
	A. An <u>ngaran niya.</u>
	A. ngaran

LESSON 109

	itsura
	harong
	komple-anyo
5.	Nagigirumduman ko na kon <u>pa'no an pagluto' nin adobo.</u>
	pa'no an pagluto' nin adobo
	ano an kinu'a niya
	ki'isay na kotse iyan
	gura'no an yardang dacron
	kaso-arin siya nagdigdi
	si'isay an nagta'o kan regalo
	sa'in nawara' an lapis ko
	gura'no an napierde saiya
	si'isay an naburat kaso-banggi
6.	S. Maluya <u>si Boy.</u>
	Q. Ta'no?
	A. Pirme siyang nakakalingaw.
	S. si Boy
	an maestro ko
	si Prof. Santos
	si Fely
7.	S. Da'i makakagirumdum <u>si Jose.</u>
	A. Hapoton mo na lang si Carlos.
	S. si Jose
	si Magno

an maestro mo

LESSON 110

NEW CONTENT

1. Verb base:

dipisíl

sirám

alsóm

gayón

Infinitivey command:

madipisílan 'to find something difficult'

masiramán 'to find something delicious'

maalsomán 'to find something sour'

magayonán 'to find something beautiful'

PRESENTATION

1. Arín an nadidipisílan mo?

Nadidipisílan akó kan mathematics.

Which do you find difficult?

I find mathematics hard.

2. Namítan mo iní.

Tá'no?

Tibá'ad masiramán ka.

Talagá. Nasisiramán akó.

Taste this.

BIKOL TEXT

Why?

You might find that you like it.

That's true. I find it delicious.

3. Naalsomán ka?

Iyó. Maalsóm talága iní.

Do you find it sour?

Yes. This is really sour.

4. Nagagayonán ka saiyá?

Da'í.

Sí'isay an nagayonán mo sa páty?

Si Daisy.

Do you find her beautiful?

No.

Whom did you find beautiful at the party?

Daisy.

DRILLS

1. Q. Arin an nadidipisilan mo?

A. Nadidipisilan ako kan Mathematics.

A. Mathematics

History

Bikol

English

gabos

LESSON 110

2. Nadidipisilan akong maglangoy.

langoy

surat

kakan

kanta

Bikol

English

laba

3. S. Namitan mo an manggang ini. Tiba'ad masiraman ka.

A. Talaga. Nasisiraman ako.

S. manggang

tinapay na

candy na

karneng

gulay na

aranghítang 'orange'

4. Q. Naalsoman ka?

A. Iyo. Maalsom talaga an manggang ini.

A. manggang

aranghitang

prutas na

candy na

5. Q. Si'isay an nagayonan mo sa party?

BIKOL TEXT

A. Nagayonan ako ki Daisy.

A. ki Daisy

sa babaying nakaputi'

ki Miss Palma

sa babaying nakatukaw sa may bentana'

sa babaying nakashorts

UNIT SEVEN

Additional Series

Lesson 111	Plural of Verbs and Adjectives
Lessons 112-113	Reciprocals
Lesson 114	Companion Forms
Lessons 115A-115B	The Locative as a Focus of Attention
Lesson 116	Adjective Bases as Verbs
Lesson 117	Incompleted Action
Lesson 118	Reflexives
Lesson 119	Adjective Comparatives and Superlatives
Lesson 120	Alternate Commands
Lesson 121	Habitual Action Forms

LESSON 111

Plural of Verbs and Adjectives

NEW CONTENT

1.	<u>si</u> class plural marker: <u>sa</u>	
2.	<u>si</u> class plural pronoun question: <u>sá'isay</u>	
3.	<u>ni</u> class plural marker: <u>na</u>	
4.	<u>ni</u> class plural pronoun question: <u>ná'isay</u>	
5.	The plural of <u>ma-</u> class adjectives: <u>ma-</u> + R-	
6.	The plural of <u>ha-</u> class adjectives: <u>ha-</u> + rV-	
7.	The plural of <u>ø-</u> class adjectives: <u>-rV-</u>	
8.	The plural of verbs: <u>-rV-</u>	
9.	Verb base:	
	<u>apód</u>	
	<u>dukót</u>	
	<u>sa'ín</u>	
	Infinitive/command:	
	<u>apodón</u>	<u>magapód</u> 'to call'
	<u>idukót</u>	<u>magdukót'</u> 'to stick/glue
	<u>adálan</u>	<u>magádal</u> 'to study'
		<u>magsa'ín</u> 'to go somewhere'
	Plural infinitive:	
	<u>arapodón</u>	<u>magarapód</u>
	<u>idurukót</u>	<u>magdurukót</u>
	<u>aradálan</u>	<u>magarádal</u>
		<u>magsara'ín</u>

PRESENTATION A:

1.	Sa Pa'éng, pigarapód nindó?
	Iyó.
	Tá'no?
	Maharáli' na kamí.
	Pa'eng's group, did you call them?
	Yes.
	Why?
	We're leaving.
2.	Nagarapód sindá?
	Sá'isay?
	Sa Pa'éng.
	Did they call?
	Who?
	Pa'eng's group.
3.	Pigarapód kamó.
	Ná'isay?
	Na Pa'éng.
	You were called.
	By whom.
	Pa'eng's group.

PRESENTATION B:

4. Magagáyon an mga pigdudurukót mo diyán.

Arín?

An mga darakúla.

What you're gluing there is very pretty.

Which?

The large ones.

Substitute for the underlined word in the above presentation the following:

- a. saradít small (pl)

PRESENTATION C:

5. Áno an aaradálan mo pagabót mo sa Pilipinás?

An mga linguáheng Pilipíno.

What will you study when you arrive in the Philippines?

Philippine languages.

PRESENTATION D:

6. Nagsara'ín sindá?

Nagrarakákáw.

Where did they go?

They're walking around.

DRILLS

1. Q. Si'isay an pigarapod nindo?

BIKOL TEXT

A.	<u>Sa Pa'eng.</u>
	A. sa Pa'eng
	sa Mr. Reyes
	sa Prof. Santos
	sa Daisy
	etc.
2.	Q. Sa'in ka nagiistar?
	A. <u>Ka Palma.</u>
	A. ka Palma
	ka Mrs. De los Reyes
	ka Judge Tengco
	etc.
3.	Q. <u>Pigarapod</u> mo sa Jose?
	A. Iyo. Kaso-ba'go pa.
	Q. pigarapod
	pigharapot
	pigiribahan
	pigirimbitaran
	pigturukdo'an
	pigsarabihan
	pigharalat
	pigharanap
	pigsururatan
	pigsurubahan
	pigsurusueldohan
	pigpiririt

LESSON 111

		pigsirimbag
		pigbirisita
		pigtarabangan
4.	Q.	Pigkuru'a mo an mga libro ko?
	A.	Iyo na.
	Q.	pigkuru'a
		ipigsarakat
		ipighirilig
		ipiguruli'
		pigbarantayan
		pigharali'
		piggaramit
		pigrilimpiahan
		pigharanap
		pigbarasa
		pigdarara
		pigaradalan
		pigparatos
5.	Q.	Ha'in si mga amigo ko?
	A.	<u>Nagharali'</u> na sinda.
	A.	nagharali'
		nagkakarakan
		nagtuturukdo'
		mabaralik
		nagrarakaw
		nagsirine

BIKOL TEXT

		nagpuruli'
		nagpipiriknik
6.	Q.	Nagsara'in si mga trainees?
	A.	<u>Nagduruman</u> garo sa Legazpi.
	A.	nagduruman, sa Legazpi
		nagdirigdi, kaso-ba'go pa
		nagtururog
		nageereskuela
		nagkakaran
		nagbirisita, ka Art
		nagaradal
		nagkakaranta
		nagturukdo'
		nagpuruli'
7.	S.	Hali'on mo si mga <u>saradit na</u> baso.
	A.	Sige.
	S.	saradit na
		darakulang
		dara'an na
		bara'gong
8.	Q.	Si'isay an nagdirigdi?
	A.	An mga <u>haralangkaw na lalaki</u> .
	A.	haralangkaw na lalaki
		saradit na babayi
		darakulang lalaki

LESSON 111

	magagayon na babayi
	mariribok na aki'
	mauugmang aki'
	maluluyang eskuela
	mabubu'ot na aki'
	matitibay na eskuela
	matatabil na babayi
9.	<u>Arapodon</u> mo sinda.
	arapodon
	harapoton
	irimbitaran
	iribahan
	turukdo'an
	sarabihan
	haralaton
	sururatan
	sirimbagon
	birisitahon
	barantayan

LESSON 112

Reciprocal Infinitive Affixes with mag-, pag- + -an

NEW CONTENT

1. The infinitive mag- to focus on the actor
2. The infinitive pag + -an to focus on the object
3. manunungod sa 'regarding'
4. Verb base:

úlay

íwal

tsísmis

káwat

The reciprocal infinitive/command with the plural:

magurúaly 'to talk to one another'

paguruláyan 'to talk to one another about'

magiríwal 'to argue with one another'

pagiriwálan 'to argue with each other about'

magtsirísmis 'to gossip with one another'

pagtsirismísan 'to gossip with one another about'

magkaráwat 'to play together'

pagkarawátan 'to play something with each other'

PRESENTATION

1. Nagurúlay kamí káso-udmá’.

Áno an pinaguruláyan nindó?

Péace Córps.

We spoke with each other yesterday.

What did you talk about?

Peace Corps.

2. Magurúlay kamó.

Manúnungód sa áno?

Paguruláyan nindó an Peace Corps.

Discuss things with one another.

Regarding what?

Discuss the Peace Corps.

3. Segúro mairíwal kamó dumán.

Tá’no? Áno an pagiiriwálan mi?

Kuárta.

You might get into an argument there.

Why? What will we argue about?

Money.

4. Sa’ín an mga kairibánan mo?

Nagtsitsirísmis sa sála.

Áno an pinagtsitsirismísan nindá?

BIKOL TEXT

An mga laláki.

Where are your companions?

They're gossiping in the living room.

What are they gossiping about?

Boys.

5. Si mga áki', nagkakarawat sa luwás.

Áno an pinagkakarawatán nindá?

Baseball.

The children, they're playing outside.

What are they playing?

Baseball.

DRILLS

1. Nagurulay kami kaso-udma'.

kami

kami na Pa'eng

kami na Carlos

sinda

sinda na Momoy

kita

2. Nagurulay kami kaso-udma'.

nagurulay

nagiriwal

nagtsirismis

LESSON 112

		nagkarawat
		nagsuruhay
		nagpiriknik
		nagtarabang
3.	Q.	Ano an pinagurulayan nindo?
	A.	<u>Peace Corps.</u>
	A.	Peace Corps
		an programa
		si Boy
		politika
		an biahe
		an mga babayi
4.	Q.	Ano an <u>pinaguurulayan</u> nindo?
	A.	Peace Corps.
	Q.	pinaguurulayan
		pinagiirirwalan
		pinagtsitsirismisan
5.		Maurulay kami sa aga manunungod sa <u>drama</u> .
		drama
		athletic meet
		final exams
		ekskursion
		mga maestro mi
		strike
		eleksion

BIKOL TEXT

6.	Q.	Ano an paguurulayan ninda sa atyan?
----	----	-------------------------------------

A.	An <u>drama</u> garo.
----	-----------------------

A.	drama
----	-------

	athletic meet
--	---------------

	final exams
--	-------------

	ekskursion
--	------------

	mga maestro ninda
--	-------------------

	strike
--	--------

	eleksion
--	----------

LESSON 113

Reciprocal Infinitive Affix mag- + -an

NEW CONTENT

1. The infinitive mag- + -an to focus on the actor

2. Verb base:

istória

hilíng

banggá'

kúgos

The reciprocal infinitive/command with the plural:

magistoriahán 'to chat with one another'

pagistoriahán 'to chat with each other about'

maghirilíngan 'to see one another'

magbarangga'án 'to bump into one another'

magkurugósan 'to embrace one another'

PRESENTATION

1. Nagistoriahán kami káso-udmá'.

Áno an pinagistoriahán nindó?

Bulóng.

We chatted with each other yesterday.

What did you chat about?

BIKOL TEXT

Medicine.

2. Mahirilíngan kitá sa ága.

Sa'ín?

Sa eskuelahán.

We'll see each other tomorrow.

Where?

In school.

3. Nagbarangga'án sindá sa sa'ód.

They bumped into each other at the market.

4. Da'í mo nahilíng sindá ni Fely?

Da'í.

Nagkukurugósan sindá sa garáhe.

Didn't you see him and Fely?

No.

They were embracing in the garage.

DRILLS

1. Q. No-arín kita mahirilingan man giraray?

A. Sa aga.

A. aga

agang aga

atyan na alas otso

LESSON 113

masunod na semana
atyan nang banggi
agang hapon

2. Q. Kaso-arin kamo naghirilingan?

A. Kaso-udma'.

A. kaso-udma'
kan sarong aldaw
kan sabado
kaso-ba'go
kaso-ba'gong aga
kaso-udmang hapon

3. Nagistoriahan kami kaso-udma'.

kami
kami na Itoy
kami ni Ben
kita
sinda
sinda na Tony

4. Nagbarangga' an sinda sa sa'od.

sinda
si duwang jeep
sinda ni Charito
si duwang tricycles
si duwang baka
si duwang bus

BIKOL TEXT

si duwang auto

5. Nagkukurugosan si Tim saka si Fely sa sala.

si Tim saka si Fely

sinda ni Tony

an aki' ta

an mga maestro ta

6. Q. Ano an pigistoriahan nindo?

A. An bakasion mi.

A. bakasion

hike

test

pageeskuela

karawat, kaso-udma'

biahe, sa Manila'

LESSON 114

The Companion Nominal ka- and the Verbal ma- + ka-

NEW CONTENT

1. Verb base:

<u>lában</u>	‘fight’
<u>báyle</u>	‘dance’
<u>káwat</u>	‘play’
<u>úlay</u>	‘converse’
<u>tábang</u>	‘help’
<u>íwal</u>	‘argue’
<u>lúnad</u>	‘ride’
<u>sabáy</u>	‘simultaneously’

The companion nominal:

<u>kalában</u>	‘enemy’
<u>kabáyle</u>	‘dancing partner’
<u>kakáwat</u>	‘playmate’
<u>kaúlay</u>	‘someone you converse with’
<u>katábang</u>	‘helper’
<u>kaíwal</u>	‘someone you argue with’
<u>kalúnad</u>	‘someone you ride next to’
<u>kasabáy</u>	‘someone who does something the same time you do’

Infinitive/command for the verbal companion forms:

<u>makalában</u>	‘to fight with’
<u>makabáyle</u>	‘to dance with’

BIKOL TEXT

<u>makakáwat</u>	‘to play with’
<u>makaúlay</u>	‘to converse with’
<u>makatábang</u>	‘to help’
<u>makaíwal</u>	‘to argue with’
<u>makalúnad</u>	‘to ride with’
<u>makasabáy</u>	‘to do something the same time as someone’

PRESENTATION A:

1. Sí’isay an kalában mo?

Si Émma.

Who’s your enemy? (Who are you fighting with?)

Emma.

Substitute for the underlined word in the above presentation the following:

- | | |
|-------------|---------------------------|
| a. kabáyle | dancing partner |
| b. katábang | helper |
| c. kakáwat | playmate |
| d. kaúlay | the one you’re talking to |

2. Sí’isay an kalában mo?

Nakakalában ko si Émma.

Who’s your enemy?

I’m feuding with Emma.

PRESENTATION B:

3. Sí’isay an kaíwal mo?

Nakaíwal ko si Bóyet káso-banggi.

Who was the one you're arguing with?

I argued with Boyet last night.

PRESENTATION C:

4. Tibá'ad makaúlay mo si Flo sa atyán nang banggi.

You might be able to talk with Flo later this evening.

PRESENTATION D:

5. Nahilíng mo an magayón na babáyi?

Iyó. Nakalúnad ko siyá sa trén.

Did you see the beautiful girl?

Yes. I rode with her on the train.

PRESENTATION E:

6. Masa'ín ka?

Makakasabáy ko si Bérta.

Where are you going?

I'm going with Berta.

DRILLS

1. Q. Si'isay an kalaban ni Emma?

A. Si Flo.

Q. kalaban

kaiwal

BIKOL TEXT

kaulay

kalunad

katabang

kakawat

kabayle

2. Q. Nahiling mo si Flo?

A. Iyo. Nakalunad ko siya sa bus.

A. lunad, sa bus

laban, kaso-udma'

iwal, kaso-ba'go

ulay, sa harong

sabay, sa sa'od

tabang, kaso-banggi

kawat, sa gym

sabat, sa estasion

bayle, sa prom

iba, sa party

3. S. Tiba'ad makalaban mo si Momoy duman sa party.

A. Tiba'ad.

S. laban

iba

bayle

sabat

kawat

tabang

sabay

LESSON 114

	ulay	
	iwal	
4.	Q.	Ano an sinabi <u>ni Jim</u> ?
	A.	Mayo'. Da'i ko pa siya nakakaulay.
	Q.	ni Jim
		kan maestro mo
		kan papa mo
		kan amigo mo
		ni Gilbert
5.	Q.	Bisto mo na <u>si Rosalinda</u> ?
	A.	Iyo na. Nakalunad ko <u>siya</u> sa train.
	A.	si Rosalinda
	A.	siya
		sa Bandung
		sinda
		an babaying iyan
		siya
		an lalaking iyan
		siya
		an maestro mi
		siya

LESSON 115A

The Locative Affix -an with the Regular Verb Series

NEW CONTENT

1. nang: contraction of na + nin

2. Adjectives:

<u>malínig</u>	‘clean’
----------------	---------

<u>dakól</u> (alt. of <u>kadákol</u>)	‘many/much’
--	-------------

<u>matabá</u>	‘fertile’
---------------	-----------

<u>mapu’ngáw</u>	‘lonely’
------------------	----------

<u>maímot</u>	‘selfish’
---------------	-----------

<u>malimpóy</u>	‘shady’
-----------------	---------

<u>malabóy</u>	‘muddy’
----------------	---------

<u>mahíwas</u>	‘roomy’
----------------	---------

3. Verb base:

<u>kakán</u>

<u>bakál</u>

<u>kantá</u>

<u>ha’bón</u>

<u>distribuír</u>

<u>tanóm</u>

<u>protésta</u>

<u>húlog</u>

LESSON 115A

<u>tukdó'</u>	
<u>utang</u>	
<u>ági</u>	
<u>pírma</u>	
<u>kámping</u>	
<u>istár</u>	
<u>báyle</u>	
<u>sírong</u>	
The locative infinitive/command:	
<u>kakanán</u>	'a place to eat at'
<u>bakalán</u>	'a place to buy in'
<u>kantahán</u>	'a place to sing at'
<u>ha'bonán</u>	'the place robbed'
<u>distribuirán</u>	'a place to distribute to'
<u>tanomán</u>	'a place to plant in'
<u>protestáhan</u>	'a place to protest before'
<u>hulogán</u>	'a place to mail something'
<u>tukdo'án</u>	'a place to teach at'
<u>utángan</u>	'people to owe'
<u>agíhan</u>	'a place to walk'
<u>pirmahán</u>	'a place to sign'
<u>kampíngan</u>	'a place to camp'
<u>istarhán</u>	'a place to reside'
<u>bayléhan</u>	'a place to dance'

BIKOL TEXT

siróngan

‘a place where shelter is
taken’

PRESENTATION A: -on class verbs

1. Malínig na gáyo an restaurán na pigkakanán mi.

The restaurant we ate in was very clean.

2. Máyong sigarílyo sa tindáhan na binabakalán ko.

There are no cigarettes in the store where I do my
shopping.

3. May magayón na babáyi dumán sa kakantáhan ta.

There’s a beautiful girl there where we’re going to sing.

4. Dipísil ha’bonán an haróng mi.

It’s hard to rob our house.

PRESENTATION B: i- class verbs

5. Dakól nang haróng an pigdiristribuirán ko.

I distributed to many houses.

6. Matabá an dagá’ duman sa pigtatanomán nindá.

The soil is rich where they are planting.

LESSON 115A

7. Ha'ín si mga eskúela?

Dumán sa poprotestáhan nindá.

Where are the students?

There where they're going to be protesting.

8. Máyo' diyán nin huhulogán nin súrat.

There's no place there to mail a letter.

PRESENTATION C: -an class verbs

9. Mapu'ngáw an mga lúgar na pigturudo'án mi.

The places where we taught were all lonely.

10. An mga táwong piguurutángan niyá, maímot.

The people she owes money to are selfish.

11. Maínit na maglakáw kon hápon.

Da'í bále. Malímpoy an aagíhan ta.

It's hot walking in the afternoon.

It doesn't matter. The place where we're going to walk is shady.

12. Sa'ín ko pipirmahán?

Sa ibabá’.

Where will I sign?

On the bottom.

PRESENTATION D: mag- class verbs

13. Malabóy dumán sa pigkampíngan ta.

It was muddy where we camped.

14. Díkít nang táwo dumán sa pigiistarhán ko.

There are only a few people in the place where I’m living.

15. Mahíwas an haróng dumán sa babayléhan nindá.

The house is roomy where they’re going to dance.

16. Sa’ín an sisiróngan nindá?

Sa haróng na itó.

Where are they going to take cover?

At that house.

LESSON 115B

The Locative Affix -an with the Ability/
Accident Series: ma- + -an

NEW CONTENT

1. Adjectives:

magapó'

'rocky'

2. Verb base:

pundó

lúto'

hánap

hapót

bugták

eksplikár

dukót

sandíg

labá

regálo

lúnad

báyad

hánaw

dágos

The locative infinitive/command with the ability/accident series:

BIKOL TEXT

<u>mapundohán</u>	‘a place to be able to stop’
<u>maluto’án</u>	‘a place to be able to cook’
<u>mahanápan</u>	‘a place to be able to look’
<u>mahapotán</u>	‘a place to be able to ask’
<u>mabugtakán</u>	‘a place to be able to put something’
<u>madukotán’</u>	‘a place to be able to stick something’
<u>maeksplikarán</u>	‘people to be able to explain things to’
<u>masandigán</u>	‘a place to be able to lean something’
<u>malabahán</u>	‘a place to be able to wash’
<u>maregalóhan</u>	‘someone to be able to give a gift to’
<u>malunádan</u>	‘a place to be able to ride’
<u>mabayádan</u>	‘people to be able to pay’
<u>mahanáwan</u>	‘a place to be able to wash up’
<u>madagósan’</u>	‘a place to be able to stay temporarily’

PRESENTATION A: -on class verbs

1. Máyo’ diyán nin lúgar na napundohán.

There was no place there to stop.

2. Máyo’ pa siyáng lúgar na naluluto’án.

LESSON 115B

She still has no place to cook.

-
3. Segúro máyo' kamí diyán nin mahahapotán.
-

We might not have any place there where we can ask.

-
4. Tibá'ad máyo' na kamíng lúgar na mahahanápan.
-

We might not have any other place to look.

PRESENTATION B: i- class verbs

5. Dikit nang pantsón an da'í nabuktakán nin búrak.
-

There were only a few graves on which we couldn't place flowers.

-
6. Da'í ko pa sindá naeeksplikarán nin probléma.
-

I still haven't explained the problem to them.

-
7. Máyo' akong madudukotán kan retráto ko.
-

I have no place to stick my picture.

-
8. Tibá'ad máyo' diyán nin masasandígan nin kágkág.
-

There might not be a place there to lean a rake.

PRESENTATION C: -an class verbs

9. Magapó' an sálog na nalabahán ko kan ténis ko.

The river where I washed my sneakers was rocky.

10. Da'í ko pa sindá nareregalóhan.

I haven't given them a gift yet.

11. Da'í ka makakabuélta kon máyo' kang malulunádan.

You won't be able to return if you have no place to ride.

12. Tibá'ad da'í mo siyá mababayádan.

You might not be able to give her any money.

PRESENTATION D: mag- class verbs

13. Máyong nahanáwan diyán.

There was no place to wash your hands there.

14. Igwá kang madadagósan?

Máyo' pa.

Do you have a place to stay?

Not yet.

DRILLS: Lessons 115A & 115B

1. Kadakol nang harong an kinantahan mi.

kinantahan

pigdistribuiran

pigkakakan

pigprotestahan

dinagosan

hinapotan

pighanapan

pigha'bonan

pigistaran

binaylehan

2. Malaboy duman sa kakampingan ta.

kakampingan

aagihan

pupundohan

luluto'an

sisirongan

babaylehan

lalabahan

hahanawan

dadagosan

kakakanan

tutukdo'an

dudumanan

3. Maribok duman sa pigiistaran ninda.

BIKOL TEXT

	pigiistaran
	dinadagosan
	pigtuturogan
	pighahapotan
	binabasahan
	tinutukdo'an
	pigaadalan
	pighahalatan
4.	Da'i ka makakapuli' kon mayo' kang malulunadan.
	puli'
	hali'
	sine
	digdi
	pa-Legazpi
	pa-Manila'
	buelta
5.	Q. Ta'no ta nagbuelta kamo?
	A. Mayo' diyan kaming <u>nadagosan</u> .
	A. nadagosan
	nalunadan
	nahapotan
	nabugtakan nin maleta ko
	nakampingan
	naistaran
	nahanawan
	nalabahan kan bado' ko

LESSON 115B

6. Q. Mata'bang an luto' ko?

A. Bugtakan mo nin asin.

A. asin

patís 'fish sauce'

asukar

súka' 'vinegar'

táwyo 'soy sauce'

rum

LESSON 116

Adjective Bases as Verbs

NEW CONTENT

1. Base:

tabá

alsóm

asgád

Adjectives:

matabá 'fat'

maalsóm 'sour'

maasgád 'salty'

Infinitive/command regular series:

magtabá 'to grow fat'

magalsóm 'to grow sour'

magasgád 'to become salty'

Infinitive/command causative series:

patabahón magpatabá 'to fatten'

paaslomón magpaaslóm 'to make sour'

paasgadón magpaasgád 'to make salty'

PRESENTATION

1. Nahilíng mo si Tsang Sélya?

Iyo. Nagtabá siyá.

Did you see Tsang Selya?

Yes. She got fat.

LESSON 116

2. Masirá́m an piglulúto' mo?

Bakó'. Nagalsóm.

Is what you're cooking delicious?

No. It turned sour.

3. Papaanóhon ko si lúto' ko?

Paasgadón mo?

What should I do with my food?

Add some salt. (Make it salty.)

4. Sí'isay an nagpaasgád kan lúto' ko?

Si Cély.

Who added salt to my food?

Cely.

DRILLS

1. Q. Nahiling mo si Tsang Selya?

A. Iyo. Nagtaba siya.

A. taba

 gayon

 lungsí' 'pale'

 níwang 'thin'

 yáman 'rich'

 langkaw

BIKOL TEXT

		dakula'
		guráng 'older'
		bá'go 'changed'
2.	Magluway-luway ka kan pagtimpla mo ta nganing da'ì magasgad si luto' mo.	
		asgad
		alsom
		hamis
		pa'it
		lipot
		ta'bang
3.	Q.	Papaanohon ko si luto' ko?
	A.	Paasgadon mo.
	A.	asgad
		alsom
		hamís 'sweeten'
		hamot
		pa'it
		lipot
		lumoy
		gayon
4.	Q.	Si'isay an nagpahamis kan luto' ko?
	A.	Si Marilyn.
	Q.	hamis
		lipot

LESSON 116

lumoy
pa'it
asgad
alsom

LESSON 117

Incompleted Action Affix na-

NEW CONTENT

1.	Verb base:
	<u>abót</u>
	<u>háli'</u>
	<u>pu'ón</u>
	<u>gíbo</u>
	Incompleted form:
	<u>naháli'</u>
	<u>naabót</u>
	<u>napu'ón</u>
	<u>nagíbo</u>

PRESENTATION A:

1.	Yá'on pa si Célsó?
	Iyó. Da'í pa siyá naháli'.
	Is Celso still there?
	Yes. He hasn't left yet.
2.	Há'in si Cárlos?
	Índa. Da'í pa siyá naabót.
	Where is Carlos?
	I don't know. He hasn't arrived yet.

LESSON 117

3. Káso-arín nagdigdí si Rosalínda?

Kan da'í pa napu'ón an prográma.

When did Rosalinda come here?

Before the program began.

PRESENTATION B:

4. Inaangotán si Mágno kan maéstro niyá?

Iyó. Da'í pa siyá nagíbo nin hómework.

Was Magno scolded by his teacher?

Yes. He hasn't done the homework yet.

DRILLS

1. Q. Ya'on pa si Celso?

A. Iyo. Da'i pa siya nahali'.

A. hali'

sine

puli'

luwas

digdi

hilig

simba

2. Q. Ha'in si Carlos?

A. Inda. Da'i pa siya naabot.

A. abot

BIKOL TEXT

		digdi
		sakat
		puli'
		buelta
		kakan
		surat
		eskuela
3.	Q.	Kaso-arin siya nagdigdi?
	A.	Kan da'i pa <u>napu'on si programa.</u>
	A.	pu'on si programa
		bisita si Jose
		hali' si Ben
		la'og si maestro mo
		duman si Rosalinda
		inot si Emma
		hilig si Peachy
		sine si Berta
		tapos si eleksion
4.	Q.	Inanggotan si Magno kan maestro niya?
	A.	Iyo. Da'i pa siya <u>nagibo nin homework.</u>
	A.	gibo nin homework
		limpia kan kuarto
		ta'o kan contribution
		surat kan essay
		uli' kan libro niya
		gamit kan darkroom

LESSON 117

ku'a kan marka niya

basa kan assignment

adal kan leksion

LESSON 118

The Reflexive Infinitive Affixes -on; -an

NEW CONTENT

1. Verb base:

ga'nót

húgak

gána

Infinitive/command:

ga'notón 'to get sweaty'

hugakán 'to feel lazy'

ganáhan 'to be in the mood to/feel like'

PRESENTATION

1. Da'í ka magdalágan.

Tá'no?

Tibá'ad ga'notón ka.

Don't run.

Why?

You might get sweated up.

2. Ta'nó ta da'í nagdigidí si Charíto?

Hinuhugakán siyá.

Why didn't Charito come here?

LESSON 118

She's feeling lazy.

3. Maáno ka?

Ginaganáhan akóng magkakán.

What are you going to do?

I feel like eating.

DRILLS

1. Da'i ka magdalagan. Tiba'ad ga'noton ka.

ga'noton

nerbiosón 'get nervous'

si'ponón 'get a cold'

kalambréhon 'get a muscle cramp'

hugakan

2. Q. Ta'no ta da'i nagdigdi si Charito?

A. Sinisi'pon siya.

A. sinisi'pon

ninerbios

hinuhugakan

ginaga'not

kinakalentúra 'a fever'

kinakalambre

3. Q. Si Lando?

A. Sinisi'pon.

Q. si Lando

BIKOL TEXT

		an maestro mo
		an tugang mo
		si Mr. Palma
		si Emma
4.	Q.	Maano ka?
	A.	Ginaganahan akong <u>magkakan</u> .
	A.	magkakan
		magkawat nin basketball
		magsine
		magpa-Legazpi
		magpahingalo'
		magpabulog

LESSON 119

Adjectives: Comparatives and Superlatives

NEW CONTENT

1.	Superlative affix:	
	<u>pinaka-</u>	'most'
2.	Comparative constructions:	
	<u>mas ... loc phrase</u>	'more than'
	<u>parého si ... si ...</u>	'the same as'

PRESENTATION A:

1.	Sí'isay an pinakamagayón sa gabós?
	Si Córa.
	Who's the prettiest of them all?
	Cora.
2.	Mas magayón si Córa ki Bétty?
	Bakó'. Parého sindá.
	Is Cora prettier than Betty?
	No. They're the same.
3.	Mas mahi'bóg an libróng iní sa libróng iyán?
	Bakó'. Mas mahi'bóg iyán.

BIKOL TEXT

Is this book thicker than that one?

No. That one is thicker.

PRESENTATION B:

4. Paréhong halangkaw si Boy saká si Romy?

Iyó. Parého.

Are Boy and Romy the same height?

Yes. The same.

5. Paréhong magabát an librong iní saká an librong iyan?

Iyó. Parého.

Is this book as heavy as that book?

Yes. The same.

6. Sí'isay an mas mayáman?

Parého kami mayáman.

Who's richer?

We're just as rich.

PRESENTATION C:

7. Sí'isay an mas halangkaw?

Parého an langkaw mi.

Who's taller?

Our height is the same.

DRILLS

1. Q. Si'isay an pinakamagayon sa gabos?

A. Si Cora.

Q. magayon

halangkaw

mabu'ot

pobre

mayaman

magi'an

magabat

gurang

sadit

dakula'

hababa'

maniwang

mataba

maisog

matibay

maluya

2. Q. Mas magayon si Cora ki Betty?

A. Bako'. Pareho sinda.

Q. ki Betty

sa maestro ko

sa amiga mo

saimo

sa katabang mo

kaito

BIKOL TEXT

3. Q. Mas mahi'bog an librong ini sa librong iyan?

A. Bako'. Mas mahi'bog iyan.

mahi'bog

halawig

interesante

mahal

hali'pot

da'an

dakula'

4. Q. Mas magabat an librong ini sa librong iyan?

A. Bako'. Mas magabat iyana.

Q. ini, sa librong iyan

A. iyan

iyana, sa librong ini

ini

ito, sa librong ini

ito

ini, kaito

ito

ito, kaini

ini

ni Boy, sa librong ko

an saimo

ni Jose, sa librong ni Magno

an ki Magno

5. Q. Parehong halangkaw si Boy saka si Romy?

A. Iyo. Pareho.

Q. halangkaw

magayon

pobre

guapo

dakula'

LESSON 119

maray

matibay

6. Q. Parehong magabat an librong ini saka an librong iyan?

A. Iyo. Pareho.

Q. magabat

hali'pot

halawig

barato

maluya

da'an

interesante

7. Q. Si'isay an mas mayaman?

A. Pareho kami mayaman.

mayaman

halangkaw

magabat

maugma

matibay

gurang

sadit

8. Q. Si'isay an mas halangkaw?

Si'isay an mas matu'a?

A. Pareho an langkaw mi.

Pareho an edad mi.

BIKOL TEXT

A.	mi
	ta
	ninda
	ni Boy saka ni Romy
	nindo

LESSON 120

Alternate Command Affixes

NEW CONTENT

1. Alternate command affixes -a, -an, i- for verbs taking -on, i-, and -an in the regular series

2. maáno 'how do you find it'

3. Adjectives:

<u>mabatá'</u>	'smelly'
----------------	----------

<u>mahamót</u>	'fragrant'
----------------	------------

<u>mahimpís</u>	'thin'
-----------------	--------

<u>mahi'bóg</u>	'thick'
-----------------	---------

3. Verb base: Infinitive/command:

<u>hapót</u>	<u>hapotón</u>
--------------	----------------

<u>sábi</u>	<u>sabíhon</u>
-------------	----------------

<u>úbos</u>	<u>ubóson</u>
-------------	---------------

<u>píli'</u>	<u>pilí'on</u>
--------------	----------------

<u>bukás</u>	<u>bukasón</u>
--------------	----------------

<u>hilíng</u>	<u>hilingón</u>
---------------	-----------------

<u>párong</u>	<u>paróngon</u>	'to smell something'
---------------	-----------------	----------------------

<u>ku'á</u>	<u>ku'ánon</u>
-------------	----------------

<u>hápit</u>	<u>hapítón</u>
--------------	----------------

<u>abót</u>	<u>iabót</u>
-------------	--------------

<u>bugták</u>	<u>ibugták</u>
---------------	----------------

<u>tábang</u>	<u>tabángan</u>
---------------	-----------------

BIKOL TEXT

<u>báya'</u>	<u>bayá'an</u>
<u>limpiá</u>	<u>limpiahán</u>
<u>námit</u>	<u>namítan</u>
<u>kapót</u>	<u>kapotán</u>

Alternate commands:

hapotá
sabíha
ubósa
pilí'a
bukasá
hilingá
parónga
ku'ána
hapíta

abotán
bugtakán
tabángi
bayá'i
limpiahí
namíti
kapóti

PRESENTATION A: -on class verbs

1. Hapúta ngáni siyá kon áhong óras kitá maháli'

Please ask him what time we're leaving.

LESSON 120

2. Sabíha giráray.

Say it again./Repeat.

3. Ubósa ngáni gabós.

Úbos na bagá iyán.

Finish it all.

But it's all finished!

4. Pilí'a man an bá'go.

Dá'an na bagá iní gabós.

Choose the new ones.

But these are all old!

5. Bukasá ngáni an bentána'.

Tá'no?

Mainíton.

Please open the window.

Why?

It's very hot.

6. Hilingá ngáni an búnga.

Tá'no?

Tibá'ad igwá nang hinóg.

BIKOL TEXT

Take a look at the fruits.

Why?

There might be some ripe ones.

7. Paróna ngáni an búrak. Maáno?

Mabatá'on.

Smell the flower. How is it?

It smells really bad.

Substitute for the underlined word in the above presentation the following:

a. mahamóton to be very fragrant, smell good

8. Ku'ána ngáni an mahi'bóg.

Mahimpís bagá iní.

Get the thick ones.

But these are thin.

9. Hapíta man tábi an bulóng sa botíka.

Please pick up the medicine at the drug store.

PRESENTATION B: i- class verbs

10. Abotán man tábi an túbig.

Please pass the water.

LESSON 120

11. Bugtakán man iyán sa táhaw.

Put it in the middle.

PRESENTATION C: -an class verbs

12. Tabángi man siyá.

Help him.

13. Bayá'i ngáni an piggigíbo mo.

Tá'no?

Ta pigaapód ka ni Emma.

Forget about what you're doing.

Why?

Because you're being called by Emma.

14. Limpiahí ngáni an kúarto.

Tá'no?

Maatí' kayá'.

Clean the room.

Why?

Because it's dirty.

15. Namíti ngáni an aranghíta. Maanó?

Maalsóm.

BIKOL TEXT

Taste the orange. How is it?

Sour.

16. Kapotí man mú'na an kámara ko.

Tá'no?

Mahánaw akó.

Hold my camera for a moment.

Why?

I'm going to wash my hands.

DRILLS

1. Hapota ngani siya kon anong oras kita mahali'.

anong oras kita mahali'

pareho sindang magayon

mas magayon si Cely ki Loly

si'isay an pinakapobre sa gabos

sinisi'pon siya

kinakalambre si bitis niya

ninenerbios siya

igwa nang madadagosan diyan

nakaulay niya si Tony

nagiriwal sinda

2. Pili'a man an dakula.

pili'a

ubosa

bukasa

LESSON 120

	hilinga	
	ku'ana	
	hapita	
	subli'a	
	bakala	
	gamita	
3.	Abotan man tabi an <u>tubig</u> .	
	tubig	
	asin	
	asukar	
	baso	
	libro	
4.	<u>Abotan</u> man tabi an libro.	
	abotan	
	bugtakan, sa lamesa	
	ta'wan, ki Angel	
	uli'an, saiya	
	la'ogan	
	sakatan	
5.	S. Maati' an <u>mga plato</u> .	
	A. Sige. <u>Hugasi</u> .	
	S. mga plato	A. hugasi
	kuarto ko	limpiahi
	mga baso	baya'i
	mga silya	serahi an bentana'

BIKOL TEXT

	mga bado' ko	probari an tide
6.	Mapu'angaw si Fely. <u>Tabangi</u> ngani.	
	tabangi	
	surati	
	imbitari	
	ibahi	
	baya'i	

LESSON 121

Habitual Action Affix: para-

NEW CONTENT

1.	The infinitive <u>magpara-</u> to place the focus on the actor		
2.	The infinitives <u>pagpara- + -on</u> , <u>ipagpara-</u> and <u>pagpara- + -an</u> to place the focus on the object		
3.	The past, progressive and future tense of verbs taking <u>magpara-</u> in the infinitive: <u>nagpara-</u> , <u>nagpapara-</u> , <u>magpapara-</u>		
4.	The past, progressive and future tense of verbs taking <u>pagpara- + -on</u> in the infinitive: <u>pigpara-</u> , <u>pigpapara-</u> , <u>pagpapara- + -on</u>		
5.	<u>ipagpara-</u> : <u>ipigpara-</u> , <u>ipigpapara-</u> , <u>ipagpapara-</u>		
6.	<u>pagpara- + -an</u> : <u>pigpara- + -an</u> , <u>pigpapara- + -an</u> , <u>pagpapara- + -an</u>		
7.	Verb base:		
	<u>apód</u>		
	<u>imbitár</u>		
	<u>hapót</u>		
	<u>digdí</u>		
	Infinitive/command with -para-:		
	<u>pagparaapódon</u>	<u>magparaápod</u>	‘to keep calling’
	<u>ipagparahápot</u>	<u>magparahápot</u>	‘to keep asking’
	<u>pagparaimbitarán</u>	<u>magparaimbitár</u>	‘to keep inviting’
		<u>magparadigdí</u>	‘to keep

coming here'

PRESENTATION

1. Pigpaparaápod akó ni Cély.
-

Cely keeps calling me.

2. Tá'no ta nagpaLegázpi ka?
-

Pigparaimbitarán akó ni Stéve.

Why did you go to Legazpi?

Steve kept inviting me.

3. Habó' mo ki Elvie?
-

Iyó. Ipigpaparahápot niyá sakó' kon magayón siyá.

Don't you like Elvie?

No. She keeps asking me if she's pretty.

4. Nahilíng mo si Báby?
-

Iyó. Nagparadígdi siyá.

Did you see Baby?

Yes. She keeps coming here.

DRILLS

1. Pigpaparaapod niya ako.
-

ako

LESSON 121

		an tugang ko
		an maestro mi
		si Mr. Palma
		si Mr. Santos
2.	Q.	Ta'no ta nagpaLegazpi ka?
	A.	<u>Pigparaapod</u> ako ni Steve.
	A.	pigparaapod
		pigparapirit
		pigparaimbitaran
		pigparasabihan
		pigparahanap
		pigparadara
		pigparasuratan
		ipigparahatod
3.	Q.	Pigpaparaano mo si mga libro ko?
	A.	<u>Pigpaparabasa</u> .
	A.	pigpaparabasa
		pigpaparasubli'
		pigpaparaku'a
		pigpaparagamit
		pigpaparalimpiahan
		pigpaparaadalan
		pigpaparahiling
		ipigpaparabugtak ko sa library
		ipigpaparata'o ko ki Lita

BIKOL TEXT

4.	Q.	Habo' mo ki Elvie?
	A.	Iyo. Ipigpaparahapot niya sako' kon <u>magayon siya</u> .
	A.	magayon siya
		sinisi'pon ako
		puede ko siya pasubli'on nin kuarta
		si'isay an pinakamatibay na magBikol
		ninenerbios ako
		ta'no ta da'i pa ako napuli'
		mayaman siya
		gura'no an sueldo sako'
5.	Q.	Nagpaparadigdi si Baby?
	A.	Iyo.
	Q.	digdi
		reklamo
		lakaw
		simba
		sine
		turog

Part III DIALOGUES

DIALOGUES FOR LESSONS

1-17

1. Inapód mo si Chító?

Iyó. Inapód ko siyá.

Tá'no?

Kinu'á niyá si lápis ko.

Káso-arín?

Káso-bá'go.

Si'isay an inapod?

Inapod si Chito?

Ta'no ta inapod si Chito?

Ano an kinu'a ni Chito?

Kinu'a ni Chito an lapis?

Kaso-arin niya kinu'a an lapis?

Did you call Chito?

Yes. I called him.

Why?

He took my pencil.

When?

A little while ago.

2. Sí'isay an nagapód saímo?

Si Daísy.

Tá'no ta inapód ka niyá?

Makakán na kamí.

Si'isay an nagapod?

Si Daisy an nagapod?

Si'isay an inapod ni Daisy?

Ta'no ta inapod ka niya?

Makakan na kamo?

Who called you?

Daisy.

Why did she call you?

We're about to eat.

3. Káso-arín binakál ni Bóyet an libróng iyán?

Káso-udmá'.

Tá'no?

Sinábi ko saíya.

Si'isay an nagbakal kan libro?

Nagbakal si Boyet kan libro?

Kaso-arin binakal niya an libro?

Binakal iyan kaso-udma'?

Ta'no ta binakal niya an libro?

Sinabi mo saiya?

When did Boyet buy that book?

Yesterday.

Why?

I told him to.

4. Tá'no ta nagpundó si Gído?

Nagbakál siyá nin serbésa.

Sa'ín siyá nagbakál kaiyán?

Sa grócery.

Nagpundo si Gido?

Ta'no ta nagpundo siya?

Nagbakal si Gido nin serbesa?

Sa'ín siya nagbakal kaiyan?

Nagbakal siya sa Grocery?

Why did Gido stop?

He bought some beer.

Where did he buy it?

In the grocery.

5. Sí'isay an nagsábi na nagórder si Daísy nin ice cream?

Si Chító.

Káso-arín siyá nagsábi?

Káso-banggí.

Si'isay an nagorder nin ice cream?

Si'isay an nagsabi na nagorder siya nin ice cream?

Kaso-arin siya nagsabi?

Kaso-banggi siya nagsabi?

Who said that Daisy ordered ice cream?

Chito.

When did he say it?

Last night.

6. Nagku'á si Célso kan lápis mo?

Iyó.

Pirá an kinu'á niyá?

Duwá.

Káso-arín?

Káso-bá'go.

Si'isay an nagku'a kan lapis mo?

Si Celso an nagku'a kan lapis mo?

Ano an kinu'a ni Celso?

Pira an kinu'a niya?

Duwa an kinu'a niya?

Kaso-arin siya nagku'a?

Did Celso take your pencil?

Yes.

How many did he take?

Two.

When?

A little while ago.

7. Inapód taká.

Káso-arín?

Káso-bá'go.

Tá'no?

Nagsublí' akó kan lápis mo.

Si'isay an inapod?

Inapod ka?

Si'isay an nagapod?

Kaso-arin ako nagapod?

Ta'no ta nagapod ako?

Nagsubli' ako kan lapis mo?

Ano an sinubli' ko?

I called you.

When?

A little while ago.

Why?

I borrowed your pencil.

8. Hinapót mo si Célso kon nagkakán na siyá?

Iyó.

Áno an sinábi niyá?

Da'í pa.

Si'isay an naghapot ki Celso?

Ika an naghapot?
Si'isay an hinapot mo?
Si Celso an hinapot mo?
Nagkakan na si Celso?
Ano an sinabi niya?
Sinabi niya, 'Da'i pa?'

Did you ask Celso if he's eaten yet?

Yes.

What did he say?

Not yet.

9. Si'isay an naggámit kan lápis ko?

Si Bóyet.

Tá'no ta piggámit niyá?

Pigsublí' si lápis niyá ni Chító.

Si'isay an naggamit kan lapis ko?
Si Boyet an naggamit kan lapis ko?
Ano an piggamit niya?
Piggamit niya si lapis ko?
Ta'no ta piggamit niya iyan?
Ano an pigsublí' saiya?
Si lapis an pigsublí' saiya?
Si'isay an nagsublí' kan lapis niya?
Si Chito an nagsublí' kaiyan?
Ki'isay niya iyan sinubli'?
Ki Boyet niya sinubli'?

Who used my pencil?

Boyet.

Why did he use it?

Chito borrowed his pencil.

10. Pigsábi mo ki Bóyet na nagbakál akó nin serbésa?

Iyó. Tá'no?

Naghapót siyá kon piráng bóte an binakál ko.

Káso-arín?

Káso-hápon.

Pirá an pigsábi mo?

Siyám.

Si'isay an nagsabi ki Boyet na nagbakal
ako nin serbesa?

Ika an nagsabi kaiyan?

Ki'isay mo iyan pigsabi?

Ki Boyet mo iyan pigsabi?

Ano an pigsabi mo?

Pigsabi mo na nagbakal ako nin serbesa?

Si'isay an naghapot kon pirang bote an bi-
nakal ko?

Si Boyet an naghapot?

Si'isay an hinapot?

Kaso-arin siya naghapot?

Pirang bote an binakal ko?

Siyam an binakal ko?

BIKOL TEXT

Did you tell Boyet that I bought some beer?

Yes. Why?

He asked how many bottles I bought.

When?

Yesterday afternoon.

How many did you say?

Nine.

DIALOGUES FOR LESSONS

18-20

1. Sí'isay an nagta'ó kan papél saímo?

Si Rúdi.

Káso-arín itó itina'ó?

Kan saróng aldáw.

Tá'no?

Naghágad akó.

Si'isay an nagta'o kan papel?

Ki'isay ni Rudi ito itina'o?

Kan-sarong aldaw niya itina'o?

Ta'no ta nagta'o siya kaito?

Naghagad ka?

Who gave you a piece of paper?

Rudi.

When did he give it?

The day before yesterday.

Why?

I asked.

2. Hinapót mo na si Tóny kon iinulí' niyá si bóla?

Iyó.

Áno an sinábi niyá?

Iinuli' niyá si pulá.

Kí'isay niyá itó iinuli'?

Ki Jacób.

Si'isay an naghapot?

Naghapot si Tony?

Si'isay an hinapot?

Iinuli' ni Tony an bola?

Arin an iinuli' niya?

Si'isay an naguli' kan pula?

Ki'isay ito iinuli?

Did you ask Tony yet if he returned the ball?

Yes.

What did he say?

He returned the red one.

Whom did he return it to?

To Jacob.

3. Áno an ipighapót ni Rúdi saímo?

Ipighapót niyá kon áno an ibinugták ko sa lamésa.

Áno an ibinugták mo diyán?

Báso.

Káso-arín?

Káso-udmáng ága.

Si'isay an naghapot?
Ano an ipighapot niya?
Si'isay an hinapot?
Ano an ibinugtak mo sa lamesa?
Baso an ibinugtak mo diyan?
Kaso-arin mo iyan ibinugtak?

What did Rudi ask you?

He asked what I put on the table.

What did you put there?

A glass.

When?

Yesterday morning.

4. Itina'ó mo sakúya' an dakúla', anó?

Da'í.

Arín an itina'ó mo?

An sadít.

Sí'isay an nagta'ó kan dakúla'?

Si Daísy.

Itina'o mo an dakula'?'
Arin an itina'o mo?
Itina'o mo an sadit?
Ki'isay mo ito itina'o?
Ika an nagta'o kan sadit?
Si'isay an nagta'o kan dakula'?'

You gave me the big one, didn't you?

No.

Which did you give?

The small one.

Who gave the big one?

Daisy.

5. Sinublí' ni Rúdi an lápis na iyán?

Da'í. Binakál niyá.

Tá'no ta nagbakál siyá kaiyán?

Pigku'á si lápis niya ni Benjie.

Káso-arín niyá kinu'á?

Káso-bá' gong ága.

Sinubli' ni Rudi an lapis?

Si'isay an nagbakal kan lapis?

An lapis na iyan sinubli' o binakal ni Rudi?

Kinu'a an lapis ni Rudi?

Si'isay an nagku'a kan lapis niya?

Nagku'a siya kaiyan kaso-ba'gong aga?

Did Rudi borrow that pencil?

No. He bought it.

Why did he buy it?

Benjie took his pencil.

When did he take it?

Earlier this morning.

6. Ipigta'ó mo si bóla ki Bóyet?

Da'í. Pigku'á niyá.

Tá'no ta pigku'á niyá itó?

Piggámit niyá káso-bá'go.

Ipigulí' na niyá?

Da'í pa.

Nagta'o ka nin bola ki Boyet?

Pigku'a ni Boyet an bola?

Si'isay an naggamit kan bola?

Kaso-arin siya naggamit kaiyan?

Ipiguli' na niya si bola?

Did you give the ball to Boyet?

No. He took it.

Why did he take it?

He used it a while ago.

Has he returned it yet?

Not yet.

7. Sí'isay an nagku'á kan mga lápís diyán?

Si Célso. Piggámit niyá káso-bá'go.

Da'í niyá sinábi sakúya'.

Máyo' ka káso-bá'go, sinábi niyá.

Si'isay an nagku'a kan mga lapis?

Sa'in siya nagku'a?

Ta'no ta nagku'a siya?

Kaso-arin niya piggamit iyan?

Ano an sinabi saimo ni Celso?

Who took the pencils from there?

Celso. He used them a little while ago.

He didn't tell me.

You weren't here a while ago, he said.

8. Sí'isay an nagsublí' kan bóla ki Fátther O'Brien.

Si Chító. Kan saróng sémana.

Saró' an sinublí' niyá?

Iyó. Piggámit niyá sa gym.

Hinapót akó ni Father Morris kon iinulí' na ni Chító.

Áno an sinábi mo?

Máyo'.

Ano an sinubli'?

Si'isay an nagsubli' kan bola?

Ki'isay niya iyan sinubli'?

Kaso-arin si Chito nagsubli' kan bola?

Pira an sinubli' niya?

Sa'in iyan piggamit?

Si'isay an hinapot ni Father Morris?

Ano an ihinapot niya?

DIALOGUES FOR LESSONS 18-20

Ano an sinabi mo?

Who borrowed the ball from Father O'Brien?

Chito. Last week.

He borrowed one?

Yes. He used it in the gym.

I was asked by Father Morris if Chito already returned it.

What did you say?

Nothing.

DIALOGUES FOR LESSONS 21-24

1. Tina'wán mo si Bén nin libró?

Iyó. Ipigta'ó ko iyán saíya. Piggámit niyá da'á káso-banggi.

Sa'in?

Sinábi niyá sakúya', nagádal siyá sa haróng.

Si'isay an tina'wan nin libro?

Si'isay an nagta'o nin libro?

Ano an ipigta'o ki Ben?

Kaso-arin piggamit ni Ben an libro?

Ano an sinabi ni Beni saimo?

Sa'in da'a siya nagadal?

Did you give Ben a book?

Yes. I gave it to him. He said he used it last night.

Where?

He told me he studied at his place.

2. Piglimpiahán mo si lamésa?

Iyó. Piglimpiahán ko pa saná.

Tá'no ta da'í mo hinugásan si mga pláto?

Malípot an túbig.

Si'isay an naglimpia kan lamesa?

DIALOGUES FOR LESSONS 21-24

Kaso-arin mo iyan piglimpiahahan?

Hinugasan mo si mga plato?

Ta'no ta da'i mo ito hinugasan?

Malipot an tubig?

Did you clean the table?

Yes. I just cleaned it.

Why didn't you wash the dishes?

The water was cold.

3. Pirá an inimbítarán mo sa síne?

Kadákol.

Tá'no ta inimbítarán mo sindá?

Pigkorehirán nindá si test papers ko.

Si'isay an nagimbitar kan kadakol?

Sa'in mo sinda inimbítaran?

Ta'no ta inimbítaran mo sinda?

Sinda an nagkorehir kan tests papers mo?

How many did you invite to the movies?

A lot.

Why did you invite them?

They corrected my test papers.

4. Sí'isay an nagserá kan bentána'?

Si Bóyet.

Tá'no ta pigserahán niyá?

Pigsabíhan ko siyá.

Ano an sinerahan?

Si'isay an nagsera kan bentana'?

Ta'no ta pigserahan niya iyan?

Ika an nagsabi saiya?

Who closed the window?

Boyet.

Why did he close it?

I told him to.

5. Sinabíhan mo si Chító na pigtukdo'án ko an second grade?

Iyó bagá.

Pighapót ka niyá?

Iyó. Ihinapót niyá kon nagtukdó' ka saindá.

Si'isay an nagsabi na pigtukdo'an ko an
second grade?

Ano an sinabi mo?

Si'isay an naghapot?

Si'isay an pighapot?

Ano an ihinapot niya?

Did you tell Chito that I taught the second grade?

Sure.

Did he ask you?

Yes. He asked if you taught them.

6. Piráng lápís an itina'ó ni Célso saímo?

Káso-udmá' saró', saká kan saróng aldáw, tuló.
Tá'no? Tina'wán ka?

Da'í. Naghágad akó saíya.

Áno an sinábi niyá?

Máyo' na.

Si'isay an tina'wan nin lapis?

Si'isay an nagta'o nin lapis?

Ano an itina'o saimo?

Pira an itina'o niya kaso-udma'?

Pira kan sarong aldaw?

Pira gabos?

How many pencils did Celso give you?

Yesterday, one, and the day before yesterday,
three.

Why? Were you given some?

No. I asked him.

What did he say?

There were no more.

7. Pigibahán mo na si Daísy sa'ód?

Iyó na bagá.

Áno an binakál niyá?

Ay, gúlpí. An mga pláto, lápís, saká batág.

Tá'no ta da'í ka nagibá?

Da'í akó inimbitarán.

Si'isay an pigibahan mo?

Si'isay an nagiba ki Daisy?

Sa'in mo siya pigibahan?

Ano an binakal niya?

Dikit an binakal niya?

Nagbakal siya nin batag?

Did you go with Daisy to the market?

Sure.

What did she buy?

Oh, many things. Plates, pencils, and bananas.

Why didn't you go along?

I wasn't invited.

8. Sí'isay an naghúgas kan mga báso?

Si Bóyet bagá. Maatí' da'á.

Sa'in niyá iyán ibinugták?

Sa lamesa.

Ano an hinugasan?

Si'isay an naghugas kan mga baso?

Maati' da'a an mga baso?

Sa'in ni Boyet ibinugtak an mga baso?

Sa lamesa niya ibinugtak iyan?

Who washed the glasses?

DIALOGUES FOR LESSONS 21-24

Why it was Boyet. Someone said they were dirty.

Where did he put them?

On the table.

9. Kinu'á mo an libró sa lamésa?

Iyó. Ibinugták ko sa sílya.

Tá'no ta ibinugták mo diyán?

Piglimpiahán ko pa saná an lamésa.

Sa'in kinu'a an libro?

Sa'in iyan ibinugták?

Si'isay an nagku'a kan libro?

Ika an nagku'a?

Ta'no ta ibinugták mo iyan sa sílya?

Kaso-arin mo piglimpiahan si lamesa.

Did you take the book from the table?

Yes. I put it on the chair.

Why did you put it there?

I just cleaned the table.

10. Sí'isay an naggámit kan plátong iní?

Akó. Nagkakán akó nin ice cream.

Tá'no ta da'í mo hinugásan an plátong?

Inapód akó kan maéstro.

Si'isay an naggamit kan plato?

BIKOL TEXT

Ano an kinakan?

Si'isay an nagkakan kaiyan?

Hinugasan mo an plato?

Si'isay an nagapod?

Inapod ka kan maestro?

Ta'no da'i mo hinugasan an plato?

Who used this plate?

I did. I ate ice cream.

Why didn't you wash the plate?

I was called by the teacher.

DIALOGUES FOR LESSONS 25-28

1. Kan saróng semána nagpíknik kamí sa Lído Beach. Nagháli' kamí alás síngko. Nagabót kamí duman alás sa'ís. Inibahan kamí kan mga maéstro mi.

Kaso-arin kamo nagpiknik?

Sa'in kamo nagpiknik?

Anong oras kamo naghali'?

Anong oras kamo nagabot?

Si'isay an nagiba saindo?

Inibahan kamo kan mga maestro?

Ki'isay na maestro ito?

Last week we picnicked at Lido Beach. We left at five o'clock. We arrived there at six. We were joined by our teachers.

2. Inimbitarán kamí sa píknik ni Daisy duman sa báybáyon. Alás dóse kamí nagkakán. Alás síngko kamí nagpulí'.

Si'isay an inimbitaran sa piknik?

Si'isay an nagimbitar saindo?

Sa'in kamo nagpiknik.

Nagkakan kamo duman?

Anong oras kamo nagkakan?

Anong oras kamo nagpuli'.

We were invited to Daisy's picnic over at the beach. We ate at twelve o'clock. At five o'clock we went home.

3. Hinapót akó kan prinsipál ka kon sa'ín akó nagtukdó' kan saróng ta'ón. Sinabíhan ko siyá na nagtukdó' akó sa Sta. Cruz Eleméntary School. Second grade an tinukdo'án ko dumán. Ipighapót man niyá kon káso-arín pa akó digdí? Sinábi ko saíya kan Nobiémbre pa saná.

Si'isay an naghapot kon sa'ín ka nagtukdo'?

Si'isay an hinapot kan principal?

Sa'ín ka nagtukdo'?

Kaso-arin ka nagtukdo' duman.

Ano an tinukdo'an mo sa Sta. Cruz Elementary School?

Ano an ipighapot kan principal?

Ano an sinabi mo saiya?

Kaso-arin ka pa digdí?

I was asked by my principal where I taught last year. I told him that I taught at Sta. Cruz Elementary School. Second grade is what I taught there. He also asked how long I've been here. I told him just since November.

4. Nagdigdí si Célso káso-banggi?

Iyó.

Siyá an nagku'á kan lápis dumán sa lamésa?

Iyó da'á. Sinábi niyá na pigku'á niyá.

Tá'no ta da'í siyá nagsábi sakúya'?

Máyo' da'á siyáng óras.

Si'isay an nagdigdi?

Kaso-arin siya nagdigdi?

Ano an pigku'a ni Celso.

Sa'in niya pigku'a an lapis?

Ano an sinabi ni Celso saimo?

Ta'no ta da'i siya nagsabi sakuya'?

Did Celso come here last night?

Yes.

Is he the one who took the pencil there on the table?

He said so. He said that he took it.

Why didn't he tell me?

He said he didn't have any time.

5. Sa'ín sindá nagdumán káso-udmá'?

Sa Tiwi. Nagpíknik sindá, haraní sa dágat.

Pirá gabós si nagibá?

Kínse da'á.

Yá'on pa sindá dumán?

Da'í. Káso-banggi pa nagpulí'.

Kaso-arin sinda nagduman?

Sa'in sinda nagduman?

Harani sa dagat sinda nagpiknik?

Pira gabos si nagiba?

Nagpuli' na sinda?

Kaso-arin sinda nagpuli'?

Where did they go yesterday?

To Tiwi. They picnicked near the beach.

How many in all went?

They said fifteen.

Are they still over there?

No. They went home last night.

6. Yá'on pa si Chító sa haróng?

Máyo'. Nagháli' na siyá.

Nagsa'in siyá?

Pighapót ko siyá, péro da'í siyá nagsábi.

Ya'on pa sa harong si Chito?

Naghali' na siya?

Pighapot mo siya kon nagsa'in siya?

Nagsa'in si Chito?

Is Chito still over at his house?

No. He left.

Where did he go?

I asked him, but he didn't say.

7. Nagbalík na si Rúdi háli' sa séntro?

Da'í. Yá'on pa siyá.

Pá'no siyá nagdumán?

Naglakáw da'á.

Halóy na siyá dumán?

Iyó na. Duwáng óras may kabangá'.

Sa'in si Rudi nagduman?

Nagbalik na siya?

Pa'no siya nagduman?

Naglakaw siya pagduman?

Pirang oras siya duman?

Haloy na siya sa sentro?

Has Rudi come back yet from downtown?

No. He's still over there.

How did he go?

They said he walked.

Has he been there a long time?

Yes. Two and a half hours.

8. Ánong óras nagháli' si Bóyet?

Índa. Káso-bá'go pa saná. Pigimbitarán siyá ni
Rúdi sa sine.

Arín na sine?

Sa Bichára. Tuló gabós an nagdumán.

Nagibá man si Jose?

Iyó.

Naghali' na si Boyet?

Anong oras siya naghali'?

Sa'in siya nagduman?

Si'isay an pigimbitaran?

Si'isay an nagimbitar saiya?

Pira gabos an nagduman?

Nagiba man si Jose?

What time did Boyet leave?

I don't know. Just a while ago. He was invited by
Rudi to go to the movies.

Which movie?

At the Bichara. Three went in all.

Did Jose go too?

Yes.

9. Ngunyán ka lang nagabót?

Iyó. Háli' akó sa Legázpi. Yá'on akó dúman sa en-
térong aldáw.

Tá'no ta nagdumán ka?

Pigapód ako ni Daísy. Sinábi niyá na inimbitarán
akó sa pártý nindá.

Gúlpi an yá'on sa pártý?

Bakó'. Sampúlo' lang.

Anong oras ka nagabot?

Sa'in ka hali'?

Pirang oras ka duman?

Si'isay an nagapod?

Si'isay an pigapod?

Ano an sinabi ni Daisy?

Si'isay an inimbitaran?

DIALOGUES FOR LESSONS 25-28

Sa'in ka inimbitaran?

Pira an ya'on sa party?

Did you just arrive?

Yes. I just came from Legazpi. I was there the whole day.

Why did you go?

Daisy called me. She said that I was invited to their party.

Were there many at the party?

No. Just ten.

10. Pigsabíhan mo si Bénji na nagdigdí akó káso-banggi?

Iyó bagá.

Áno an sinábi niyá?

Pighapót niyá aká kon tá'no ta nagdigdí ka.

Sinábi ko saíya na ipigulí' mo si bóla.

Si'isay an pigsabihan na nagdigdi ako?

Si'isay an nagsabi saiya?

Pighapot ka hi Benji kon ta'no ta nagdigdi ako?

Ano an ipighapot niya?

Ano an sinabi mo ki Benji?

Did you tell Benji that I came here yesterday evening?

Sure.

What did he say?

He asked why you came. I told him that you returned his ball.

11. Nagdigdí si Bóyet káso-bá'gong ága?

Da'í ta pigsabíhan ko siyá na nagháli' ka na.

Da'í siyá nagabalík digdí?

Índa. Nagháli' man akó.

Nagdigdi si Boyet kaso-ba'gong aga?

Si'isay an nagsabi saiya na naghali' ako?

Si'isay an pigsabihan mo na naghali' ako?

Ano an sinabi mo?

Ta'no ta da'i si Boyet nagdigdi?

Naghali' ka man?

Nagbalik si Boyet?

Did Boyet come here earlier this morning?

No, because I told him that you had already gone.

He didn't come back here?

Who knows. I left too.

12. Káso-arín iinulí' ni Bóyet si libró saímo?

Ngunyán lang.

Tá'no ta da'í niyá iinuli' káso-udmá'?

Ngunyán pa lang siyá nagabót.

Iinuli' na si libro?

Ki'isay iyan iinuli'?

Si'isay an naguli' kan libro saimo?

Kaso-arin niya iinuli'?

Kaso-arin si Boyet nagabot?

Ta'no ta da'i niya iinuli' kaso-udma'?

When did Boyet return the book to you?

Just now.

Why didn't he return it yesterday?

He just arrived.

13. Nagáno si Némia dumán sa haróng nindá?

Pigkorehirán niyá si mga test papers.

Halóy siyá dumán?

Da'í, madalí' lang ta dikít man lang an test papers
dumán.

Nagano si Nemia?

Sa'in siya nagkorehir kan mga test
papers?

Ano an pigkorehiran niya?

Haloy siya duman?

Pirang test papers an ya'on duman?

What did Nemia do over at their house?

She corrected the test papers.

Was she there a long time?

No, just a little while because there were only a
few test papers there.

14. Nagsa'ín kamó?

Nagdumán kamí sa Pasacaó.

Nagáno kamó dumán?

Nagpíknik kamí káso-bá'gong ága.

Ta'no ta da'í nindó akó inimbitarán?

Kadákol na kamí.

Nagsa'in kamo?

Nagano kamo sa Pasacao?

Kaso-arin kamo nagduman?

Pira kamo?

Ta'no ta da'i nindo ako inimbitaran?

Where did you go?

We went to Pasacao.

What did you do there?

We picknicked earlier this morning.

Why didn't you invite me?

We were already a lot.

15. Nagpulí' na da'á si Chító.

Iyó. Káso-udmá'.

Tá'no ta nagpulí' siyá?

Pigapod siyá kan ama'.

Si'isay an nagpulí'?

Kaso-arin siya nagpulí'?

Sa'in siya nagpuli'?

Si'isay an nagapod saiya?

Ta'no ta nagpuli' siya?

They said Chito came home already.

Yes. Yesterday.

Why did he come home?

He was called by his father.

16. Kadákol si inimbitarán nindó' sa reunión?

Iyó. Kadákol.

Pá'no si pagdumán nindó?

Nagsublí' kamí nin jeep ki Chíto.

Ánong óras kamó nagpulí'?

Alás dos nin ága.

Pira an inimbitaran?

Sa'in sinda inimbitaran?

Pa'no si pagduman nindo?

Ki'isay nindo sinubli' an jeep?

Anong oras kamo nagpuli'?

Did you invite a lot to the reunion?

Yes. Loads.

How did you go?

We borrowed a jeep from Chito.

What time did you go home?

At two in the morning.

DIALOGUES FOR LESSONS 29-33

1. Áno an pighahánap ni Chító?

Si bóla kan amíga niyá.

Sa'ín niyá itó ibinugták?

Dumán sa itá'as.

Ano an pighahanap?

Si'isay an naghahanap kaiyan?

Ki'isay na bola iyan?

Sa'ín ibinugtak an bola?

Si'isay an nagbugtak kaiyan duman?

What is Chito looking for?

His friend's ball.

Where did she put it?

Upstairs.

2. Tá'no ta nagkakakán ka na?

May meéting kayá' kamí alás dos.

Sí'isay an naghahalát saímo dumán sa meéting?

Si Daísy.

Nagkakakan ka na?

Ta'no ta nagkakakan ka na?

BIKOL TEXT

Anong oras an meeting nindo?
May naghahalat saimo duman sa meeting?
Si'isay an naghahalat saimo?

Why are you already eating?

Because we have a meeting at two.

Who's waiting for you at the meeting?

Daisy.

3. Magabát an dará mo?

Bakó'. Mga test papers man lang iní?

Sí'isay an nagta'ó kaiyán saimo?

Si mga maéstro ko.

Ano an dara mo?

Magabat iyan?

Ano an itina'o saimo?

Si'isay an tina'wan kan test papers?

Si'isay an nagta'o kan test papers?

Is what you're carrying heavy?

No. These are just test papers.

Who gave them to you?

My teachers.

4. Sí'isay an naghahánap sakó'?

Si Bénji.

Pigsabíhan ka kon tá'no ta pighahánap akó niyá?

Iyó. May probléma da'á siyá.

Si'isay an pighahanap?

Si'isay an naghahanap sako'?

Si'isay an pigsabihan kon ta'no ta pigha-
hanap ako?

Si'isay an nagsabi kon ta'no ta pighahanap
ako?

Ano an sinabi ni Benji?

Si'isay an may problema?

Who's looking for me?

Benji.

Were you told why he's looking for me?

Yes. He says he has a problem.

5. Nagaáno si Némia?

Máyo'. Nagbabása man lang siyá.

Tá'no ta da'í pa niyá piglilimpiahán duman sa itá'as?

Da'í mo man siyá pigsabíhan.

Si'isay an nagbabasa?

Naglimpia siya duman sa ita'as?

Ta'no ta da'i pa niya piglilimpiahán?

What's Nemia doing?

Nothing. She's just reading.

Why hasn't she cleaned upstairs yet?

You didn't tell her to.

6. Pigiimbitarán taká ta may party kamí.

Kí'isay na party iyan?

Samúya'.

Pirá gabós si pigimbitarán mo?

Kínse lang.

Si'isay an pigiimbitaran sa party?

Si'isay an nagiimbitar saimo?

Ta'no ta pigiimbitaran taka?

Samuyang party iyan?

Pira gabos si pigiimbitaran mo?

I'm inviting you because we are having a party.

Whose party is it?

Ours.

How many in all are you inviting?

Just fifteen.

7. Kinakán mo na si batág digdí sa lamésa?

Da'í. Bakó' man itóng sakúya'.

Kí'isay palán itó?

Índa. Péro pigkakán na da'á ni Daísy.

Ano an kinakan?

Kinakan mo na si batag?

Saimong batag ito?

Ki'isay na batag iyan?

Si'isay da'a an nagkakan kan batag?

Did you eat the banana that was here on the table?

No. It wasn't mine.

Whose was it then?

I don't know. But someone said it was eaten by
Daisy.

8. Naghahalát sakó' si Bóyet dumán sa haróng?

Iyó. Káso-bá'go pa.

Nagaáno siyá?

Nagbabása nin Time.

Sinábi niyá saímo kon tá'no ta naghahalát siyá?

Iyó. Pigdará niyá an sapátos mo.

Si'isay an naghahalat?

Sa'in siya naghahalat?

Si'isay an pighahalat niya?

Kaso-arin pa siya naghahalat?

Nagaano si Boyet?

Ano an dara niya?

Ano an sinabi niya saimo?

Ta'no ta naghahalat siya?

Is Boyet waiting for me over at the house?

Yes. Since a little while ago.

What's he doing?

He's reading Time.

Did he tell you why he's waiting?

Yes. He brought your shoes.

9. Pighahalát mo si Éddie?

Iyo.

Tá'no ta pighahalát mo pa siyá?

Máyo' na kitáng óras.

Mos na lugód.

Si'isay an pighahalat mo?

Mayo' na kitang oras sa paghahalat?

Mos na lugod an sinabi mo?

Are you waiting for Eddie?

Yes.

Why are you still waiting for him?

We don't have any more time.

Let's go then.

10. Sí'isay an pighahalát mo?

Si Bénji.

Nagsa'ín siyá?

Nagdumán sa líbrary. Naguulí' siyá nin libró.

Halóy na siyá dumán?

Da'í pa. Nagháli' pa saná.

Si'isay an naghahalat?

Si'isay an pighahalat mo?

Nagsa'in si Benji?

Nagaano siya sa library?

Ano an ipiguuli' niya?

Haloy na siya duman?

Kaso-arin siya naghali'?

Who are you waiting for?

Benjie.

Where did he go?

He went to the library. He returned a book.

Has he been there a long time?

No (not yet). He just left.

11. Áno an pighahánap mo?

Si libró ko. Digdí ko itó ibinugták.

Máyong nagku'á?

Máyo' pa man nin nagdigdí.

Da'í mo itó dinará sa luwás?

Ah. Iyó palán.

Ano an pighahanap mo?

Sa'in mo ito ibinugtak?

May nagku'a kan libro ko?

May nagdigdi?

BIKOL TEXT

Dinara mo si libro mo sa luwas?

What are you looking for?

My book. I placed it here.

No one took it?

No one has come here yet.

You didn't take it outside?

Ah, that's it.

12. Áno an piggigíbo ni Luís?

Naggigíbo siyá nin tulá'.

Tá'no ta naggigíbo siyá kaiyán?

Sinabínan siyá kan maéstro niyá.

Si'isay an naggigibo nin tula'?

Ta'no ta naggigibo siya kaiyan?

Si'isay an nagsabi saiya?

Si'isay an sinabihan.

What is Luis doing?

She's writing a poem.

Why is she doing that?

She was told to by her teacher.

13. Célso, may naghahánap saímo.

Sí'isay?

DIALOGUES FOR LESSONS 29-33

Halangkaw na babayi.

Tá'no ta pighahanap akó?

Índa. Péro naghahalát siyá sa ibabá'.

Sinabihan mong nagkakakan pa akó?

Iyó.

Si'isay an naghahanap?

Si'isay an pighahanap?

Ta'no ta naghahanap sako' si halangkaw
na babayi?

Si'isay an naghahalat?

Sa'in siya naghahalat?

Si'isay an pighahalat?

Ano an sinabi mo saiya?

Si'isay an sinabihan mong nagkakakan pa
ako?

Celso, someone's looking for you.

Who?

A tall woman.

Why is she looking for me?

I don't know. But she's waiting downstairs.

Did you tell her that I'm still eating?

Yes.

DIALOGUES FOR LESSONS 34-35

1. Áro-aldáw mo ipigtutukdó' an Spanish sa College?

Da'í. Lúnes, Miérkoles saká Biérnes lang.

Ánong Spánish an ipigtutukdó' mo?

Spanish 3.

Si'isay an nagtutukdo' nin Spanish?

Sa'in mo ito ipigtutukdo'?

Aro-aldaw mo ito ipigtutukdo'?

Anong aldaw mo ipigtutukdo' an Spanish?

Spanish 3 an ipigtutukdo' mo?

Do you teach Spanish in College every day?

No. Just Monday, Wednesday and Friday.

What Spanish do you teach?

Spanish 3.

2. Inaadálan ni Daísy an librón Algebra 1. Péro da'i man iyán an piggagámit sa eskuelahán. Da'í ko áram kon tá'no ta inaadálan niyá an librón iyán.

Si'isay an nagaadal?

Arin na libro an inaadalan niya?

Piggagamit an librong iyan sa eskuelahan?

Aram mo kon ta'no ta inaadalan niya an librong iyan?

Daisy's studying the book Algebra 1. But that's not the one that is used in school. I don't know why she's studying that book.

3. Káso-udmá' nagdumán akó sa haróng ni Némia, péro máyo' siyá dumán. Pighapót ko si túgang niyá kon sa'in siyá nagdumán. Sinábi niyá na nagkakakán da'á siya sa Modérna.

Sa'in ka nagduman?

Kaso-arin ka nagduman?

Ya'on si Nemia duman?

Sa'in siya nagduman?

Nagaano siya duman?

Si'isay an nagsabi kaiyan?

Naghapot ka kon sa'in si Nemia nagduman?

Si'isay an pighapot mo?

Ano an sinabi kan tugang niya?

Yesterday I went to Nemia's house, but she wasn't there. I asked her brother where she went. He said that she was eating in the Moderna.

4. Isinusúrat ko an gabós na pigsásabi kan maéstro ko. Áro-aldáw nagtata'ó siyá nin test, péro bakóng gáyong dipísil iyan. Ihinahapót niyá sa tést an pigsasábi niyá sa kláse.

Ano an isinusurat mo?

Ta'no ta isinusurat mo iyan?

Ano an itinata'o kan maestro mo aro-aldaw?

Dipisil an test na iyan?

Ta'no ta bakong gayong dipisil iyan?

Ano an ihinahapot niya sa test?

I'm writing everything that my teacher says. Every day he gives a test, but they aren't very hard. He asks on the test what he says in class.

5. An pagsuéldo sakó', káda kinsína. An pagsuéldo ki Célso. bu-lanán. Péro pigsabíhan ko siyá na da'ing dáta iyan.

Pa'no an pagsueldo sako'?

Pa'no an pagsueldo ki Celso?

Si'isay an pigsabihan na da'ing data iyan?

Si'isay an nagsabi kaiyan?

Da'ing data an pagsueldo ki Celso?

My salary comes every two weeks. Celso's salary is monthly. But I told him that that's not very good.

6. Piggagámit ni Némia an lápis ko ta pigsublí' ni Daísy an lápis niyá. Da'í pa garó ipiguulí' si lápis niyá ta nagpulí' si Daísy káso-udmá'.

Si'isay an naggagamit kan lapis ko?

Si'isay an nagsubli' kan lapis ni Nemia?

Ki'isay ni Daisy pigsubli' an lapis?

Ipiguli' na si lapis ni Nemia?

Si'isay an nagpuli'?

Kaso-arin siya nagpuli'?

Ta'no ta da'i si Daisy naguli' kan lapis?

Nemia's using my pencil because Daisy borrowed her pencil. It seems that her pencil hasn't been returned yet because Daisy went home yesterday.

7. Naghahanap akó kan libro sa History ta piggagamit mi iyan sa eskuelahan. Hinapót ko si amígo ko kon binasa niyá iyan, péro sinábi niyá na daí iyan piggagamit sa eskuelahan nindá.

Ano an hinahanap mo?

Sa'in iyan piggagamit?

Ta'no ta hinahanap mo an libro sa History?

Si'isay an hinapot mo?

Ano an ihinapot mo saiya?

Binasa niya iyan?

Piggagamit an libro iyan sa eskuelahan nindo?

Ano an sinabi kan amigo mo?

I'm looking for the History book because we're using it in class. I asked my friend if he had read it, but he said that it wasn't used in their school.

8. Naghapót an babáyi kon kí'isay na haróng iyan. Pigsabíhan ko siyá na da'í ko áram. Kayá', nagháli' siyá.

Si'isay an hinapot kan babayi?

Ano an ihinapot niya?

Ano an sinabi mo saiya?

Kaya', nagano si babayi?

A woman asked whose house that was. I told her that I didn't know. So, she left.

9. Ginigibo mo na an lésson plan mo?

Da'í pa, ta pighahalát akó kan amígo ko.

Sa'in siyá naghahalát?

Dumán garó sa ibabá'.

May naghahalat saimo?
Si'isay an naghahalat saimo?
Sa'in siya naghahalat?
Ginigibo mo na an lesson plan mo?
Ta'no ta da'i mo pa ginigibo iyan?

Are you doing your lesson plan yet?

Not yet, because my friend is waiting for me.

Where is he waiting?

Downstairs, I guess.

10. Si'isay an pighahalát mo?

Si Némia. Sinabíhan niyá akó káso-bá'go.

Pigsusubáhan ka saná niyá.

Tá'no?

Nagpulí' na siyá. Káso-bá'go pa.

Pighahalat si Nemia?
Si'isay an naghahalat saiya?
Ta'no ta naghahalat ka saiya?
Kaso-arin ka niya sinabihan?
Si'isay an pigsusubahan?
Si'isay an nagsusuba saimo?
Nagpuli' na si Nemia?
Kaso-arin siya nagpuli'?

Who are you waiting for?

Nemia. She told me to, a while ago.

She's just joking with you.

Why?

She's gone home already. It's been a while.

11. Áno an pigaadálan ni Bóyet?

Lesson 25. May test siyá.

Sa'ín?

Sa Hístory.

Dipísil an test na iyán.

Pírmeng dipísil.

Si'isay an nagaadal?

Ano an pigaadalan niya?

Ta'no ta pigaadalan niya an Lesson 25?

Sa'ín an test niya?

Dipisil an test sa History?

What is Boyet studying?

Lesson 25. He has a test.

In what (Where)?

In History.

That is a hard test.

It's always hard.

12. Sí'isay an maéstrong iyán?

Si Attorney Olin.

Nagaáno siyá diyán?

Nagtutukdó' siyá sa first year nin Máth.

Káso-arín pa siyá nagtutukdó'?

Kan saróng semana pa saná.

Si'isay an maestrong iyan?

Nagtutukdo' siya?

Ano an piglutukdo'an niya?

Ano an ipiglutukdo' niya sa first year?

Kaso-arin pa siya nagtutukdo'.

Who is that teacher?

Attorney Olin.

What is he doing there?

He's teaching Math to the first year.

How long has he been teaching?

Just since last week.

DIALOGUES FOR LESSONS

37-40

1. An haróng ni Daísy, yá'on sa bályo kan sálog, kayá', dipísil an pagdudumán saindá. Pírme siyáng naglulúnad pagpupulí' ta harayó'.

Ha' in si harong ni Daisy?

Ki'isay na harong an ya'on sa balyo kan salog?

Dipisil kaya' an pagduduman sainda?

Pa'no an pagpupuli' ni Daisy?

Ta'no ta naglulunad siya pagpupuli'?

Daisy's house is over on the other side of the river, so therefore, it's hard to go to their house (them). She always rides when she goes home because it's far.

2. Há'in na si sapátos ni Célsa?

Yá'on dumán sa kahón.

Káso-arín mo pa ipigbúgtak itó dumán?

Káso-bá'go pa lang. Piglimpiahan ko pa saná.

Ha' in si sapatos ni Celso?

Sa'in ito ipigbugtak?

Kaso-arin ito ipigbugtak sa kahon?

Kaso-arin mo ito piglimpiahan?

Where are Celso's shoes now?

There in the box.

When did you put them there?

Just a short while ago. I just finished cleaning
[them].

3. Nagdidigdi si Vick sa haróng kon banggi ta máyong táwo dumán saindá. Kon da'í sindá nagsisine, nagkakawat sindá nin 'mah jong' sa haróng kan amígo.

Si'isay an nagdidigdi kon banggi?

Anong oras siya nagdidigdi?

Ta'no ta nagdidigdi siya?

Ta'no ta mayong tawo ya'on sainda?

Kon da'i sinda nagsisine, nagaano sinda?

Sa'in sinda nagkakawat nin mah jong?

Vick comes here to my place during the evenings because there is no one over at their place. If they're not at the movies, they're playing mah jong at the home of a friend.

4. Nagiistar si Bóyet dumán sa San Róque, péro píyme siyá nagdudumán sa haróng ni Chító. Mamundó' gayód sa San Róque ta dikít nang táwo an yá'on dumán. Péro sa haróng ni Chító maugmá ta kadákol.

Sa'in nagiistar si Boyet?

Sa'in siya pirme nagduduman?

Pirme siya nagduduman sa harong ni'isay?

Ta'no ta naghahali' si Boyet sa San Roque?

Ta'no ta mamundo' duman?

Mamundo' man sa harong ni Chito?

Ta'no ta maugma duman?

Boyét lives over in San Roque, but he always goes to Chito's house. It's probably depressing in San Roque because there are only a few people there. But in Chito's house it is cheerful because there are many.

5. Kaitó, nageeskuéla si Daísy sa Sta. Cruz Eleméntary péro harayó' dumán. Ngunyán, yá'on na siyá sa Céntral, haraní sa haróng niyá. Kayá', naglalakáw na lang siyá pagdudumán.

Kaso-arin si Daisy nageeskuela sa Sta.
Cruz Elementary?

Ngunyan, sa'in siya nageeskuela?

Harayo' an Sta. Cruz Elementary sa
harong niya?

Harayo' man an Central?

Pa'no an pagduduman ni Daisy sa Central?

Previously, Daisy went to school at Sta. Cruz Elementary, but it was far. Now she's over in Central, near her house. Therefore, she just walks when she goes there.

6. Kon Lúnes, naghaháli' akó sa haróng pagka-ága. Nag-bibisikléta akó, tapós, sa restaurán akó nagka-kakán. Pag-pupulí' ko, nagbabakál akó nin Free Press. Págka-banggi, nagbabása akó sa haróng.

Pagka-aga, sa'in ka naghahali'?

Sa'in ka nagkakakan?

Pagpupuli' ko, nagaano ka?

Sa'in ka nagbabasa?

Kon Lunes, nagaano ka?

On Mondays, I leave the house in the morning. I ride my bicycle, and then I eat in a restaurant. When I go home, I buy the Free Press. In the evening, I read in the house.

7. Áno an pigiiisip ni Célso?

Pigiisip niyá kon tá'no ta da'í nagsusúrat saíya si Cély.

Piráng súrat na an giníbo niyá?

Apát na da'á.

Káso-arín nagabót an súrat ni Cély?

Kan saróng búlan pa.

Nagpundó na si Célso na magsúrat?

Da'í pa. Nagsusúrat pa siyá.

Si'isay an da'i nagsusurat?

Ano an pigiiisip ni Celso?

Si'isay an naggibo nin surat?

Pira an ginibo niya?

Kaso-arin nagabot an surat ni Cely?

Nagsusurat pa si Celso?

What is Celso thinking about?

He's thinking about why Cely doesn't write to him.

How many letters did he write?

He said four.

When did Cely's letter arrive?

A month ago.

Has Celso stopped writing?

Not yet. He's still writing.

8. Nageeskuéla si Rúdi?

Iyó. Second year college na siyá sa Atenéo.

Komustá an pageeskuéla niyá?

Dipísil da'á. Iká, nagaáno ka ngunyan?

Nagtutukdó' akó sa Atenéo.

Gurá'no man an ipigsusuéldo saímo?

Dos siéntos diés an búlan.

Sa'in nageeskuela si Rudi?

Ya'on sa anong year siya?

Komusta an pageeskuela niya?

Nagaano ako ngunyan?

Sa'in ako nagtutukdo'?

Gura'no an ipigsusueldo sako'?

Pa'no an pagsueldo sako'?

Does Rudi go to school?

Yes. He's in his second year of college at Ateneo.

How's school for him (How is his schooling)?

He says it's hard. And you? What are you doing now?

I teach at Ateneo.

How much is your salary?

Two-hundred and ten a month.

9. Sa'ín si Naty nagiistár?

Sa Atenéo Avénue. Dumán sa may kombénto.

Iká, sa'ín ka nagpupulí'?

Sa Sta. Cruz. Sa likód kan gym. Haraní saná saímo.

Harayó' man nin dikít.

Sa'ín si Naty nagiistar?

Duman sa convento siya nagiistar?

Sa'ín ako nagpupulí'?

Sa'ín ako sa Sta. Cruz?

Harani sana ako saimo?

Where does Naty live?

On Ateneo Avenue. Near the convent.

You, where do you live?

In Sta. Cruz. Behind the gym. Very near you.

It's a little farther than that.

10. Nagaáno kamó digdí?

Nagpipíknik. Káso-bá'gong ága pa.

Tá'no ta da'í kamó nagpulí' káso-bá'go?

Da'í pa nagaabót si jeep. Pighahalát mi pa.

Nagaano kamo digdi?

Kaso-arin pa kamo digdi?

Nagabot na si jeep?

Ano an pighahalat mo?

Ta'no ta da'i kamo nagpuli' kaso-ba'go?

What are you doing here?

We're picnicking. Since this morning.

Why didn't you go home a while ago?

The jeep hasn't arrived yet. We're still waiting for it.

11. Naguurán káso-bá'go, kayá' da'í kamí naglakáw-lákaw. Naguurán pa kan nagabót si Bóyet, kayá' nagkakán na lang kamí sa haróng.

Ta'no ta da'i kamo naglakaw-lakaw?

Naguuran kaso-ba'go?

Kan nagabot si Boyet, naguuran pa?

Kaya', nagano kamo?

Sa'in kamo nagkakan?

It was raining a while ago, therefore, we didn't go for a walk. It was still raining when Boyet arrived, so we just ate in the house.

DIALOGUES FOR LESSONS

41-44

1. Hapotón mo si Rúdi kon igwá siyáng pósporo ta masublí' akó.

Máyo' da'á siyáng pósporo. Pigsublí' da'á itó kan
túgang niyá ta kaipóhan sa haróng.

Si'isay an hahapoton mo kon igwa siyang
posporo?

Ta'no ta hahapoton mo siya?

Igwa da'ang posporo si Rudi?

Si'isay da'a an nagsubli' kaito?

Ta'no da'a ta mayo' siyang posporo?

Ta'no ta pigsubli' ito kan tugang niya?

Sa'in kaipohan an posporo?

Ask Rudi if he's got a match because I'll borrow it.

He says he has no match. He says it was borrowed by his brother because it was needed in the house.

2. Halí'on mo an mga test-papers sa lamésa ta pigkorehirán na iyan. Darahón mo ki Danny, tápos, hapotón mo siyá kon igwá pang test papers. Kon máyo', magbalík ka na.

Ano an hahali'on mo?

Sa'in mo iyan hahali'on?

Ta'no ta hahali'on mo iyan?

Ki'isay mo dadarahon an mga test papers?

Tapos, si'isay an hahapoton mo kon igwa
pa?

Kon mayo' nang test papers, maano ka?

Remove the test papers from the table because they've already been corrected. Take them to Danny, then ask him if he's got any more test papers. If there are none, come back.

3. Hapítan mo akó alás dos ta másine kitá. Hahalatón taká abót alás dos y média. Kon máyo' ka pa, maháli' na akó.

Ta'no ta hahapiton mo ako?

Anong oras hahapiton mo ako?

Abot anong oras hahalaton ta ka?

Kon mayo' ka pang alas dos y media,
maano ako?

Pick me up at two because we're going to the movies.
I'll wait for you until 2:30. If you're still not there, I'll leave.

4. Dangogón mo an pignasábi kan maéstro ta matést na kitá. Báka' hapotón niyá kitá kan pignasábi' niyá ngunyan.

Ano dadangogon mo?

Ta'no ta dadangogon mo iyan?

Baka' hapoton niya kita nin ano?

Listen to what the teacher is saying because we're about to have a test. He might ask us about what he's saying now.

5. Magibá ka ki Náty sa ospítal ta bibisitáhon nindó si Fréd. Hapotón mo na lang si Fred kon may kaipóhan siyá ta dadarahón ko.

Sa'in ka maiba ki Naty?

Si'isay an bibisitahon nindo?

Si'isay an hahapoton mo kon may
kaipohan siya?

Kon may kaipohan siya, maano ako.

Go with Naty to the hospital because you'll visit Fred.
Just ask Fred if he needs anything because I'll bring
it.

6. Patosón mo na lang an pansít ta kakakanón mi iyán sa píknik.
Kadákol an dará-dára mi ngunyán. Hahapítan mi na lang itó
alás dóse.

Ano an papatoson mo?

Ta'no ta papatoson mo an pansit?

Sa'in mi ito kakakanon?

Ta'no ta da'i mi ito dadarahon ngunyan?

Anong oras hahapiton mi ito?

Just wrap the pansit because we'll eat it at the picnic.
We're carrying many things now. We'll just pick it up
at twelve.

7. Hapotón mo si Náty kon igwá na siyang Uncle Tom's Cabin
ta kon máyo', sabíhon mo saíya na magbakál. Kaipóhan garó
nindá an libróng iyán ta matést na sindá.

Si'isay an hahapoton mo kon igwa na
siyang Uncle Tom's Cabin?

Kon mayo' siya, ano an sasabihon mo
saiya?

Ta'no ta sasabihon mo saiya na magbakal?

Ta'no ta kaipohan garo ninda an librong
iyan?

Ask Naty if she's got "Uncle Tom's Cabin" because if she doesn't, tell her to buy it. It seems like they'll need that book because they're about to have a test.

8. Hapoton mo si Náty kon há'in si libró ko.

Hinapót ko na. Da'í man siyá nagsimbág.

Hanápon mo sa kuárto niyá.

Sinerahán niyá káso-bá'go.

Hilingón mo kon yá'on sa bóokcase.

Máyo'.

Si'isay an hahapoton mo kon ha'in si libro
ko?

Hinapot mo na?

Ano an pigsimbag niya?

Ta'no ta da'i mo hahanapon sa quarto
niya?

Ya'on sa bookcase si lapis ko?

Ask Naty where my book is.

I asked already. She didn't answer.

Look in her room.

She locked it a while ago.

See if it's there in the bookcase.

It's not.

9. Sinabíhan ka na kan baréta'?

Da'í. Nagháli' akó káso-bá'go. Anóng baréta'?

Binakál na da'á ni Bóyet an haróng na iní.

Kayá', maháli' na kitá digdí?

Iyó. Patosón mo an mga gámit ta.

Madumán na kitá sa saróng haróng.

Sinabihan ka na kan bareta'?

Ta'no ta da'i ka sinabihan?

Ano an binakal?

Si'isay an nagbakal kan harong na ini?

Kaya', maano kita?

Ano an papatoson mo?

Sa'in kita maduman?

Have you been told the news yet?

No. I left a while ago. What news?

They say Boyet bought this house.

So we'll have to leave?

Yes. Wrap up our things.

We'll go to another house.

10. Darahón mo an libró ni Bóyet.

Tá'no?

Babasáhon ko.

Iní na saná an basáhon mo.

Magabát iyán?

Bakó'. Magi'án lang.

Ki'isay na libro an dadarahon mo?

Ta'no ta mo ito dadarahon?

Arin na libro an sinabi mo na dadarahon
ko?

Magabat an librong iyan?

Bring Boyet's book.

Why?

I'll read it.

Just take this one.

Is it heavy?

No. It's light.

11. Subli'ón mo si bóla ki Jacób.

Nagháli' da'á siyá káso-bá'go.

Hanápon mo siyá sa caféteria.

Nagdumán da'á sa Píli. Alás ótso da'á siyá
maabót.

Hahalatón ta na saná.

Ki'isay mo susubli'on an bola?

Kaso-arin da'a naghali' si Jacob?

Sa'in mo siya hahanapon?

Sa'in da'a si Jacob nagduman?

Anong oras siya maabot?

Maano kita?

Borrow the ball from Jacob.

BIKOL TEXT

They said he left a little while ago.

Look for him in the cafeteria.

They said he went to Pili. He'll arrive at eight.

We'll just wait.

12. Bisitáhon mo si Fred sa ospítál.

Tá'no? Háli' ka dumán.

Báka' may kaipóhan pa. Magdumán ka da'á.

Hihilingón ko.

Darahón mo iníng libró kon madumán ka.

Si'isay an bibisitahon mo?

Sa'in mo siya bibisitahon?

Sa'in ako hali'?

Ta'no ta bibisitahon mo si Fred?

Kon maduman ka ano an dadarahon mo?

Visit Fred in the hospital.

Why? You came from there.

He might need something. They said you should go.

I'll see.

Bring this book if you go.

DIALOGUES FOR LESSONS 45-46

1. Ihahatód mo si Nena sa atyán?

Iyó. Péro, garó madiklómon dumán saindá.

Síge na. Iuulí' da'á niyá saímo si libró mo.

Síge lugód. Ihahatód ko na lang siyá.

Ihahatod mo si Nena?

No-arin mo siya ihahatod?

Garo madiklomon duman sainda?

Ano an iuuli' ni Nena saimo?

Will you go with Nena a little later?

Yes. But it seems like it's dark at their place.

Oh go on. She said she'll return your book to you.

OK then. I'll just escort her.

2. Sa'ín ko ibubugták iníng kahón?

Ibugták mo na lang diyán sa salóg.

Báka' halí'on iní digdí.

Da'í iyan aanóhon diyán. Iisóg mo lang sa gílid.
Máyong maku'á kaiyán.

Ano an ibubugtak mo?

Sa'in mo iyan ibubugtak?

Baka' anohon iyan diyan?

Sa'in mo iyan iisog?

May maku'a kaiyan?

Where should I put this box?

Just put it there on the floor.

It might be removed from here.

It won't be messed around with there. Just push
it to the edge. No one will take it.

3. Hahapítón da'á akó ni Célso?

Da'í da'á. Hahalatón ka na lang da'á sa kánto ta
ihahatód pa niyá si Pénny.

Máyo' na siyáng pigsábi saímo?

Igwá. Darahón mo na iníng libró pagdumán mo sa
kánto atyán ta gagamítón iní ni Célso.

Hahapiton da'a ako ni Celso?

Maano ako?

Sa'in ako mahalat?

Si'isay pa an ihahahatod ni Celso?

Ta'no ta mahalat ako sa kanto?

Ano pa an pigsabi saimo?

Pagduman ko sa kanto, ano an dadarahon
ko?

Ta'no ta dadarahon ko ining libro?

Si'isay an magamit kan librong ini?

Did they say I'd be picked up by Celso?

They said no. They said he'll wait for you at the
corner because he'll still drop Penny off.

Nothing else was said to you?

There was. Take this book when you go to the corner later because Celso will use it.

4. Kuku'anon ko na si libró ko.

Gagamítan mi itó sa eskuelahán, kayá', ita'ó mo na sakó'.

Ano an kuku'anon mo?

Ta'no ta kuku'anon mo ito?

Sa'in mo ito gagamiton?

Kaya', maano ako?

I'll take my book now.

We're going to use it in school so give it to me.

5. Pigku'á mo na si libró ki Bóyet?

Da'í pa. Da'í pa da'á niyá iuulí' sakó'.

Da'í nindó itó kaipóhan?

Iyó ngáni, kayá' hahalatón ko siyá sa atyán ta kuku'anon ko na saíya.

Ha'in si libro mo?

Pigku'a mo na ito?

Ta'no ta da'i mo pa ito pigkuku'a?

Kaipohan nindo si librong ito?

Kaya', maano ka?

No-arin mo siya hahalaton?

Ano an kuku'anon mo saiya?

Ta'no ta hahalaton mo siya?

Did you get the book from Boyet?

Not yet. They said he won't return it to me yet.

Don't you need it?

That's just it. Therefore I'll wait for him later to get it from him.

6. Puédeng iisóg mo an lamésa?

Da'í puéde. Gagamítan iyán digdí. Gamítan mo na lang an saró'. Mas maráy iyán.

Ano an da'i puedeng iisog?

Ta'no ta da'i puedeng iisog an lamesa?

Arin an gagamiton ko?

Arin an mas maray?

Can you move the table a little nearer?

I can't. It'll be used here. Just use the other one.
It's better.

7. Sa'ín ko ibubugták iníng tisa?

Diyán mo ibugták sa chálkbox. Halí'on mo na an mga sadít na tisa.

Da'í ta na iní gagamitón?

Da'í na.

Sa'in ko ibubugtak an tisa?

Ano an hahali'on ko diyan?

Ta'no ta hahali'on ko ito?

Da'i na ito gagamiton?

Where will I put this chalk?

Put it there in the chalkbox. Remove the small pieces of chalk.

We won't use these anymore?

Not now.

8. Nagsa'ín si Daísy?

Índa. Nagháli bagá káso-bá'go.

Da'í ko áram kon nagsa'ín.

Hilingón mo daw sa líbrary.

Hinilíng ko na. Máyo' dumán.

Hanápon ta.

Sa'ín ta man siyá hahanápon?

Máyo' man siyá sa eskuelahán.

Nagsa'in si Daisy?

Kaso-arin siya naghali'?

Sa'in mo siya hinilingon?

Ya'on duman siya sa eskuelahan?

Ta'no ta da'i puede siyang hanapon?

Where did Daisy go?

Who knows. She left a while ago.

I don't know where to.

Look in the library.

I looked already. She's not there.

Let's look.

Where will we look for her?

She's not in school.

9. Kon yá'on sa kuárto mo an hálas, ano an gigibóhon mo?

Depénde sa situasióon.

Iisípon mo siémpre.

Kon harayó' pa an hálas, magháli' ka na.

Kon haraní nang maráy saímo?

Apodón mo an gabós na Santo.

Kon harayo' pa an halas, ano an gigibohon
mo?

Kon harani nang maray saimo, ano an gigi-
bohon mo?

Kon ya'on sa quarto mo an halas, ano an
gigibohon mo?

If a snake is in your room, what would you do?

It depends on the situation.

You'd think, of course.

If the snake is still far away, leave.

If it's very near to you?

Call upon all the saints.

10. Darahón mo digdí an rádio.

Tá'no?

Dadangogón ta an prográma sa DZEB.

Ánong broadcast iyán?

Speech ni Président Márcos sa Malacañang.

Ano an dadangogon ta?

Ta'no ta dadarahon ko digdi an radio?

Anong broadcast an dadangogon ta?

Si'isay an nagtataram?

Sa'in siya nagtataram?

Bring the radio here.

Why?

We'll listen to a program on DZEB.

What broadcast is that?

A speech by President Marcos from Malacañang.

11. Basáhon mo an libróng iní.

Magayón iyán?

Magayónon na maráy iní. Si Steinbeck an nagsúrat.

Áno an título?

Grápes of Wráth.

Garó magayón. Darahón mo digdí ta babasáhon ko.

Arin an babasahon ko?

Ta'no ta babasahon ko an librong iyan?

Magayon an librong iyan?

Si'isay an nagsurat kan librong iyan?

Ano an title?

Ta'no ta dadarahon mo iyan digdi?

Read this book.

Is it good?

It's great. Steinbeck wrote it.

What's the title?

Grapes of Wrath.

I guess it's nice. Bring it here so I can read it.

12. Sabíhan mo daw si Némia na may míting kámi.

Sa'ín?

Sa Assémbly Hall sa ágang alás ótso.

Importánte. Sabíhan mo man na darahón si minutos
sagkod si class record.

Kon da'í magdumán?

Pirítan mo.

Si'isay an sasabihan mo na may miting
kami?

Sa'ín an miting mi?

No-arin an miting mi?

Ano pa an sasabihon mo ki Nemia?

Kon da'i si Nemia magduman, maano ka?

Did you tell Nemia that we had a meeting?

Where?

In the Assembly Hall tomorrow at eight.

It's important. Also tell her to bring the minutes and the
class record.

If she won't come?

Force her to.

13. May naghahapót kon yá'on si Mariánne.

Sí'isay?

Hababáng laláki. Hóben pa.

Sabíhon mong máyo' siyá. Nagháli'.

Mabalík siyá pag alás síngko.

Si'isay an pighahanap?

Ano an ihinahapot kan hababang lalaki?

Hoven pa si naghahapot?

Naghali' si Marianne?

Ano an sasabihon mo sa hababang lalaki?

Anong oras mabalik si Marianne.

Someone's asking if Marianne is there.

Who?

A short man. Still young.

Tell him she's not here. She left.

She'll come back at five.

14. Ihatód mo iní ki Jim.

Áno iyán?

Scrípt niyá pára sa dráma.

Nagpulí' na palán siyá, káso-bá'go pa.

Ibugták mo saná dumán sa lócker niyá.

Ki'isay mo ini ihahatod?

Ano an ihahatod mo?

Para sa ano an script na iyan?

Ha'in si Jim?

Kaso-arin siya nagpuli'?

Sa'in mo ini ibubugtak?

Drop this off at Jim's.

What's that?

His script for the drama.

He went home a while ago.

Just put it in his locker.

15. Ila'óg ta an mga sílya.

Tá'no?

Sinabíhan akó bagá ni Mr. Réyes na halí'on ta iní digdí.
Maurán na da'á.

Sa'in ta iní ibubugták?

Sa komedór.

Ano an ilala'og ta?

Si'isay an nagsabi saimo na ila'og ta an mga sílya?

Ta'no ta hahali'on ta digdi an mga sílya?

Sa'in ini ibubugtak?

Let's bring in the chairs.

Why?

DIALOGUES FOR LESSONS 45-46

Because I was told by Mr. Reyes that we should remove these from here. He says it's going to rain.

Where will we put them?

In the dining room.

DIALOGUES FOR LESSON 47

1. Imbitarán mo si Rúdi na magkakán digdí.

Da'í da'á puéde. Kinokorehirán pa niyá an mga test papers.

Péro may naghahalát saíya digdí.

Síge. Pipiríton ko siyá. Tatabáangan ko na lang siyáng magkorehír.

Si'isay an iimbitaran mong magkakan?

Sa'in mo siya iimbitaran na magkakan.

Puede da'a si Rudi na magkakan digdi.

Ano an piggigibo niya?

Ano an kinokorehiran niya?

Ta'no ta da'i da'a puedeng magkakan digdi si Rudi?

Sa'in may naghahalat saiya?

Pipiriton mo siya?

Tapos, tatabangan mo siyang magano?

Invite Rudi to eat here.

He says it's not possible. He's still correcting test papers.

But someone's waiting for him here.

OK. I'll force him. I'll (just) help him correct.

2. Hugásan mo an mga plátó dumán sa lamésa.

Pighuhugásan na bagá ni Cýnthia.

Tabáangan mo siyá. Dakólon si mga plátong itó.

Síge. Tatabáangan ko na lang.

Ano an huhugasan mo?

Ha'in an mga plato?

Pighuhugasan na бага ni'isay?

Pira si mga platong ito?

Ta'no ta tatabangan mo si Cynthia?

Wash the plates that are there on the table.

But they're already being washed by Cynthia.

Help her. Those are a lot of plates.

OK. I'll (just) help.

3. Surátan mo giráray si Náty.

Da'í puéde. Máyo' akóng óras, saká da'í man siyá
nagsisimbág.

Káso-arín pa nagabót si súrat niyá?

Kan saróng ta'ón pa.

Si'isay mo giraray susuratan?

Igwa kang oras sa pagsurat?

Nagsisimbag si Naty.

Ta'no ta da'i mo puede si Naty na suratan?

Kaso-arin pa nagabot si surat niya?

Write to Naty again.

No, I can't. I have no time and she doesn't
answer.

How long ago did her letter arrive?

A year ago.

4. Tatabáŋgan taká sa atyán kan mga libró mo.

Da'í na. Dikit man lang iní. Iníng bag ko lang an
darahón mo.

Síge. Dadarahón ko ta ihahatód taká man dumán sa
kánto.

Si'isay an tatabangan ko?

No-arin taka tatabangan?

Tatabangangan taka kan ano?

Pirang libro an ya'on saimo?

Arin na bag an dadarahon ko?

Sa'in taka man ihahatod?

Ta'no ta dadarahon ko si bag mo?

I'll help you later with your books.

That's not necessary. They (these) are very few.
Just carry this bag of mine.

OK. I'll take it because I'll go with you up to the corner.

5. Sabíhan mo giráray si Mýrna na magdigdí ta tata'wán ko siyá
nin regalo.

Ngunyán ko na siyá sasabíhan?

Iyó, ta hahalatón ko siyá.

Tibá'ad da'í siyá magdigdí ta harayó' an haróng
nindá.

Piríton mo.

DIALOGUES FOR LESSON 47

Si'isay mo giraray sasabihan na magdigdi?

Si'isay an tata'wan ko nin regalo?

Ta'no ta sasabihan mo siyang magdigdi?

No-arin mo siya sasabihan?

Ta'no ta sasabihan mo siya ngunyan?

Ta'no ta tiba'ad da'i siya magdigdi?

Kon da'i siya magdigdi, maano ka?

Tell Myrna again to come here because I'm going to give her a gift.

Shall I tell her now?

Yes, because I'll wait for her.

She might not come here because their house is very far.

Force her to.

6. Bantayán mo tábi an mga libró ko.

Da'í puéde. Maháli' man lang akó digdí.

Sabíhan mo na lang si Rúdi na bantayán iyán.

Da'í bále. Da'í man garó iyán haha'bonón.

Puede mong bantayan an mga libro ko?

Ta'no ta da'i mo puede iyan na bantayan?

Sa'in ka mahali'?

Si'isay an sasabihan kong bantayan?

Haha'bonon garo an mga libro ko?

Please watch my books.

I can't. I'll be leaving here, too. Just tell Rudi to watch them.

It doesn't matter. I guess they won't be stolen.

7. Bayá'an ta si Rúdi.

Síge. Halóyon kayá' siyá.

Áno pa da'á an piggigíbo niyá?

Pigsabíhan niyá akó na tatabáangan da'á niyá an
túgang niyang sadít.

Tatabáangan magáno?

Magsúrat.

Si'isay an babaya'an ta?

Ta'no ta babaya'an ta ito?

Si'isay da'a an tatabangan ni Rudi?

Si'isay an pigsabihan na tatabangan niya
an tugang niya?

Ano pa da'a an piggigibo niya?

Tatabangan niya an tugang niyang
magano?

Let's forget about Rudi.

OK. It's because he's taking a long time.

What else did he say he was doing?

He told me that he was going to help his younger
(small) brother.

Help him do what?

To write.

8. Tabáangan mo si Némia.

DIALOGUES FOR LESSON 47

Tá'no?

Magabát an kuku'ánon niyá.

Sa'ín mi dadarahón?

Darahón nindó digdí.

Si'isay an tatabangan mo?

Ta'no ta mo siya tatabangan?

Sa'ín mi dadarahon an kuku'anon niya?

Help Nemia.

Why?

What she's getting is heavy.

Where shall we take it?

Bring it here.

9. Sabíhan mo si Daísy na magdigdí.

No-arín?

Sa atyán nang alas ótso. Sabíhan mong pigapód ko.

Kon maghapót kon tá'no?

Sabíhan mong tabángan akó kan piggigíbo ko sa kosína.

Iyo. Sasabihan kong magduman.

Ano an sasabihon mo ki Daisy?

No-arin mo siya sasabihan na magdigdi?

Sasabihan mong pigapod siya ni'isay?

Kon maghapot kon ta'no, ano an sasabihon mo?

Tell Daisy to come here.

When?

Later on at 8 o'clock. Say that I called.

If she asks why?

Tell her it's to help me with what I'm doing in the kitchen.

All right. I'll tell her to come.

10. Bayá'an mo na diyán si Rúdi.

Tá'no?

Ta bibisitáhon ta si Fréd.

Sa atyán nang banggí. Nagtatrabáho pa kamí.

Akó na saná lugód an madumán.

Iká na saná.

Si'isay an babaya'an mo?

Ta'no ta babaya'an mo siya?

Nagtatrabaho pa kamo?

Just leave Rudi [alone] there.

Why?

Because we're going to visit Fred.

Later on in the evening. We're still working.

I'll go alone then.

Go alone.

11. Bantayán mo an pulá kong aúto.

Yá'on sa'ín?

Yá'on sa parking area. Limpiahan mo man tabi.

Iyó. Ita'ó mo sakó' si lyábe.

Da'í ko man itó pigserahán.

Ano an babantayan mo?

Ya'on sa'ín an auto ko?

Lilimpiahan mo ito?

Pigserahan ko ito?

Watch my red car.

Where is it?

Over there in the parking area. Please clean it.

All right. Give the key to me.

I didn't lock it.

DIALOGUES FOR LESSONS 48-53

1. Ánong óras ka madumán sa Legázpi?

Ngunyán na akó maháli’.

Sa’ín ka mahalát kan bús?

Dumán lang sa kánto ta haraní.

Dakól an mga dadarahón mo?

Iyó, dakólon. Puédeng ihatód mo akó sa kánto?

Iyó, puéde.

Sa’ín ka maduman?

Anong oras ka mahali’?

Sa’ín ka mahalat kan bus?

Sa’ín ka malunad?

Ta’no ta mahalat ka duman?

Dakol an mga dadarahon mo?

What time are you going to Legazpi?

I’m leaving now.

Where are you going to wait for the bus?

Over there at the corner, because it’s near.

Are you going to bring a lot of stuff?

Yes, loads. Can you go with me to the corner?

Yes, of course.

2. Mapulí' ka na?

Da'í pa. Pighahalát ko pa si Tóny ta mabakál kamí
nín serbésa.

Halóy ka pa mahalát?

Índa.

Maínot na lugód akó.

Si'isay an pighahalat mo?

Ta'no ta pighahalat mo siya?

Haloy ka pa mahalat?

Are you going home now?

Not yet. I'm still waiting for Tony because we're
going to buy some beer.

Will you be waiting a long time?

Who knows.

Then I'll leave ahead of you.

3. Masíne akó sa Domínggo.

Da'í ka mapulí' sa Legázpi?

Iyó. Madalí' lang akó.

Ánong óras ka mabalík?

Mga alás síngko.

No-arín ka masine?

Mapulí' ka sa Legazpi?

Mabalik ka?

Anong oras ka mabalik?

I'm going to the movies on Sunday.

You're not going home to Legazpi?

Yes, I am. It'll just be a quick trip.

What time are you coming back?

About five.

4. Malúnad ka pagpulí' mo?

Da'í. Malakáw lang akó.

Sa'ín ka nagpupulí'?

Diyán lang sa haraní?

Bakóng madiklóm dumán?

Bakó' lang.

Pa'no ka mapuli'?

Da'i ka malunad?

Sa harani ka nagpupuli'?

Madiklom duman?

Are you going to ride home?

No. I'll just walk.

Where do you live?

Just nearby.

Isn't it dark over there?

Not really.

5. Mapulí' na túlos si Rúdi?

Iyó na da'á ta may naghahalát saíya.

Da'í siyá puédeng halatón?

Índa. Péro káso-bá'go pa siyá nagsábing mapulí' na siyá.

Máyo' siyáng kaibánan kon magpulí' siyá sa atyán?

Máyo' garó.

Si'isay da'a an mapuli' na tulos?

Ta'no da'a ta mapuli' siya tulos?

Da'i puedeng halaton an naghahalat saiya?

Igwa siyang kaibanan kon magpulí' siya sa atyan?

Will Rudi be going home immediately?

He says yes because someone is waiting for him.

They can't wait for him?

I don't know. But a little while ago he said that he'd be going home.

He won't have anyone to go with if he goes home later?

I guess not.

6. Makáwat akó nin básketball.

Halát mú'na. Magbakál ka mú'na nin gátas.

Da'í puéde. Pírme na akóng pighahalát kan mga amígo ko.

Síge na. Madalí' man lang iyán.

Maano ka?

Puede kang magbakal mu'na nin gatas?

Si'isay an pirming naghahalat saimo?

Ta'no ta da'i ka puedeng magbakal nin gatas?

I'm going to play basketball.

Just a minute. First buy some milk.

I can't. My friends are always waiting for me.

Oh, come on. It'll just take a second.

7. Yá'on diyán si Dánny?

Iyó. Dágos na. Aapodón ko siyá. Áno an isasábi ko saíya?

Sabíhan mo siyáng pighahalát ko siyá ta madumán kami sa haróng ni Márllyn.

Ya'on diyan si Danny?

Si'isay an aapodon mo?

Ano an isasabi mo saiya?

Sa'in kami maduman?

Is Danny over there?

Yes. Come in. I'll call him. What should I say to him?

Tell him that I'm waiting for him because we're going to Marilyn's house.

8. Ánong óras nagpulí' si Némia?

Káso-bá'gong alás siéte y média.

Tá'no ta da'í mo sinabíhan na maghalát?

Nagháli' na siyá ta may apóintment da'á siyá pag alás ótso. Sinabíhan akóng halatón mo da'á siyá atyán sa líbrary.

Anong oras nagpuli' si Nemia?

Sinabihan mo siyang maghalat?

Ta'no ta naghali' si Nemia?

Sa'in ko siya hahalaton?

Anong oras ko siya hahalaton?

What time did Nemia go home?

At seven thirty.

Why didn't you tell her to wait?

She left because she said she had an appointment at eight. She told me that you should wait for her later on in the library.

9. Sí'isay tábi an pighahánap mo?

Si Mr. Pálma. Yá'on siyá.

Dágos na tábi. Túkaw tábi mú'na ta aapodón ko.

Sí'isay tábi an sasabíhon ko.

Si Célso.

Sí'isay an pighahanap mo?

Ano an ngaran mo?

Who are you looking for (please)?

Mr. Palma. Is he in (there)?

Come in please. Have a seat and I'll call him.
Who should I say is here?

Celso.

10. Madumán akó sa eskuelahán pag alás núebe.

Maáno ka dumán?

Madangóg nin lécture.

Sí'isay an matarám?

Si Adba Jóta. Yóga éxpert da'á siyá.

Ánong óras ka mapulí'?

Mga alás dies y média.

Sa'in ka maduman?

Anong oras ka maduman?

Ano an dadangogon mo?

Si'isay an mataram?

Expert siya kan ano?

Anong oras ka mapuli'?

I'm going over to school at nine.

What are you going to do there?

Listen to a lecture.

Who's going to speak?

Adba Jota. They say he's a Yoga expert.

What time are you coming home?

About 10:30.

11. Madumán ka na sa Catandúanes?

Iyó na.

No-arín ka mabalík?

Sa Pebrero 25.

Halóy ka palán. Húna' ko, madalí' ka saná.

Da'í. Bibisitáhon ko pa kayá' an tiyá ko.

Sa'in ka maduman?

Maano ka duman?

No-arin ka mabalik?

Are you going to Catanduanes?

Yes.

When are you coming back?

February 25th.

You'll be a long time then. I thought you'd just be a few days.

No. It's because I'm also going to visit my aunt.

12. Maínot na akó saímo.

Halát mú'na. Maibá na saná kitá.

Malúnad ka gayód. Mahalát ka pa nin tricycle.

Maglúnad ka na man. Akó an mabáyad.

Mahápit ka pa saímo. Iká na saná.

Sa'in ka mahapit?

BIKOL TEXT

Malunad ka?

Ta'no ta da'i ako puedeng magiba saimo?

I'm going to leave ahead of you.

Wait a second. We'll go together.

You'll probably ride. [And] you'll still wait for a tricycle.

You ride too. I'll pay.

You'll still stop by at your place. Just go alone.

DIALOGUES FOR LESSON 54

1. Ano an pighahánap mo?

Si libróng sinublí' ko ki Bénji.

Pighilíng mo na sa aparadór sa kuárto ko?

Da'í pa. Yá'on dumán?

Garó iyó. Inibá ko garó dumán sa mga libró ko.

What are you looking for?

The book I borrowed from Benji.

Did you look in the cabinet in my room?

Not yet. Is it there?

Probably yes. It seems like I put it in with my books.

2. Nagdigdí si amígo mong masublí' nin bóla?

Iyó.

Nagsublí' siyá?

Da'í. Da'í ko arám kon sa'ín mo ipigbugták si bóla
mo.

Yá'on lang bagá sa gílid kan aparadór.

Da'i man akó naghilíng dumán.

Did your friend who was going to borrow a ball come
here?

Yes.

Did he borrow it?

No. I didn't know where you put your ball.

But it's just over there at the edge of the cabinet.

I didn't look there.

3. Pigbabása mo na si libróng pigsublí' mo sakó'?

Da'í pa. Máyo' pa akóng óras.

Tá'no. Dakólon ka pang libróng babasáhon?

Iyó. Dakól pa.

Subli'ón ko na lang si mga libróng da'í mo pa pigbabása.

Puéde man.

Did you read the book yet that you borrowed from me?

Not yet. I had no time.

Why? Do you still have a lot of books to read?

Yes. I still have a lot.

I'll just borrow the books that you're not reading.

That's OK with me.

4. Há'in, na si papél na ipigbugták ko digdí?

Inda saímo. Iká man láng an naggámit.

Da'í mo pigháli' digdí?

DIALOGUES FOR LESSON 54

Da'í. Aanóhon ko man itó. Da'í ko man itó
kaipóhan.

Tá'no ta máyo' na digdí?

Índa.

Where is that piece of paper that I put here?

I don't know what's the matter with you.

You're the only one who used it.

You didn't remove it from here?

No. What would I do with it. I don't need it.

Why isn't it here now?

Who knows?

5. Pigkakakán mo si pansít na pigórder ko?

Da'í. Nagórder man akó nin pansít. Da'í pa na-
gaabót si pigórder mo.

Tá'no? Malúya an sévice digdí?

Iyó. Kon dakól an táwo.

Did you eat the pansit that I ordered?

No. I also ordered pansit. What you ordered
hasn't come yet.

Why? Is the service poor here?

Yes. If there are a great many people.

6. Piglúto' mo na si kárne na ipigbugták ko sa lamésa?

Da'í. Pigkakán itó kan ikós.

Iká man kayá'. Siémpre ko babayá'an mo, kakakanón itó kan mga háyop sa katará'id. Sunód pa ngáni, bantayán mo na.

Have you already cooked the meat that I placed o the table?

No. The cat ate it.

It's all your fault. Of course, if you leave it alone it will be eaten by the animals in the neighborhood. The next time, keep an eye on it.

7. Pighahánap mi si José.

Sí'isay na José? Duwá an José digdí.

Si nagpundóng magadál kan saróng ta'ón. May túyo kami saíya.

Máyo' pa siyá. Magbalík ka na lang áro-atyán.

We're looking for Jose.

Which Jose? There are two Jose's here.

The one who quit school last year. We have something to see him about.

He's not here yet. Come back a little later.

8. Há'in na si mga eskuéla na tinukdo'án mo sa Legázpi?

DIALOGUES FOR LESSON 54

Máyo' na sindá digdí. Dumán na sindá sa Maníla' nagaádal.

Da'í mo na sindá tinutukdo'án?

Da'í na. Da'í na sindá nagpupulí'.

Where are the students that you taught in Legazpi?

They're not here now. They're studying in Manila.

You're not teaching them anymore?

Not now. They don't come home anymore.

9. Yá'on na si mga babáying pigimbitarán mo?

Yá'on na si mga laláki. Péro áram mo man an babáyi. Da'í nagaabót sa óras.

Segúro naghahalát pa sindá nin mahapít saindá.

Are the girls that you invited there now?

The boys are there. But you know the girls.

They never arrive on time.

Perhaps they're still waiting for someone to pick them up.

10. Há'in na si amígo mong pighahalát mo?

Índa. Máyo' pa bagá. Segúro pigtatabáangan pa siyá kan maéstro.

Da'í niyá áram na pighahalát mo siyá?

BIKOL TEXT

Iyó. Pírme akóng nagtutúkaw digdí pagluluwás
niyá.

Where is the friend you're waiting for now?

I don't know. You can see he's not here yet.

Perhaps the teacher is still helping him.

He doesn't know that you're waiting for him?

Yes, he does. I'm always sitting here when he
comes out.

DIALOGUES FOR LESSONS 55-57

1. Tará, komustá? Masa'ín ka?

Madumán akó sa eskuelahán. May kokorehirán
pa akóng mga test papers.

O Síge. Madigdí na akó.

Hi, how are you? Where are you going?

I'm going to school. I still have test papers to
correct.

OK then. See you.

2. Oy, Boy! Sa'ín an haróng ni Mr. Mintz?

Dumán sa inótan kan simbáhan. Maáno ka
dumán?

May kuku'ánon akó saíya. Puédeng magibá ka sakó'.

Da'í. May pigigigíbo pa akó.

Boy! Where is Mr. Mintz's house?

It's just beyond the cemetery. What are you going
to do there?

I have something to get from him. Can you come with
me?

No. I'm still doing something.

3. Sabíhan mo tábi si Róse na magdigdí. May isasábi akó saíya.

Tá'no? Da'í pa niyá ipiguulí' si mga libró mo?

Iyó na. Péro pigkuyán niyá si mga páges.

Please tell Rose to come here. I have something to tell her.

Why? She hasn't returned your books yet?

Yes, she did. But she did something to pages.

4. Áno tábi an babakalón mo?

Áspirin. Péro may nagkuku'á na.

Sí'isay an nagkuku'á.

Itóng babáying nagtitíndog diyán káso-bá'go.

What are you buying please?

Aspirin. But someone's getting it already.

Who's getting it?

That girl who was standing over there a while ago.

5. May mahatód saímo dumán sa estasió?

Máyo'.

Pagabót mo dumán, may naghahalát na saímo?

DIALOGUES FOR LESSONS 55-57

Máyo' man. Kaíto ngáning pagháli' ko, máyo' man
akóng kaibá.

O síge. Magmá'an ka lang.

Is there someone to take you to the station?

No one.

When you arrive there, will someone be waiting for you?

No one. The last time I left I also had no one along
with me.

OK then. But take care.

6. Hú'na' ko, mabalík ka túlos.

Iyó ngáni, péro nagsímba pa akó.

Tá'no ta da'í ka nagsabíng masímba ka pa?

Naghalát akó saímo nin duwáng óras ta masíne kitá,
tapós, da'í ka man lang nagabót.

Da'í bále. Puéde pa man kitáng magsíne ngunyán.

I thought you were/(are) coming back immediately.

I was planning to, but I (still) went to church.

Why didn't you say that you'd (still) be going to church? I
waited for you for two hours because we were going
to the movies, then you didn't come/(arrive).

It doesn't matter. We can still go to the movies
now.

DIALOGUES FOR LESSON 58

1. Gústo mong magkáwat nin báseball?

No-arín? Ngunyán na?

Iyó. Yá'on na dumán sa eskuelahán si mga amígo ta.

Iyó. Gústo ko. Mabulós lang akó.

Do you want to play baseball?

When? Now?

Yes. Our friends are already over at the school.

Yes. I want to. I'll just get dressed.

2. Gústo mong maginóm nin beer?

Habó' ko. Péro maibá akó saímo. Ma-ice cream lang akó.

Sa'ín igwáng beer sagkód ice cream?

Dumán sa Modérna.

Do you want to drink beer?

No. But I'll go along with you. I'll just have ice cream.

Where do they have beer and ice cream?

Over at the Moderna.

3. Maglúto' ka nin adóbo.

Habó'. Halóyon iyán lutó'on.

Dáti ka man habó'. Pírme kang nagsasábing halóy.

Halóyon man talága iyán lutó'on. Kon gústo ka talagá, tá'no ta bakó' na lang iká an maglúto'.

Cook adobo.

I don't want to. It takes a long time to cook it.

You've never liked to. You always say it takes a long time.

But it really takes a long time to cook it.

If you really want it, why don't you cook it yourself?

4. Oy, an mga pláto nindó. Da'í na namán nindó hinuhugásan.

Atyán na láng. Nagbabása pa akó.

Atyán na namán. Akó na namán an nahúgas kainí.

Iyó, huhugásan ko iyán. Habó' ko lang bayá'an an libró ko.

Hey, your plates. You haven't washed them again.

A little later. I'm still reading.

Later again. I'll end up washing these again.

Yes, I'll wash them. I just don't want to put my book aside.

5. Gústo kong magibá si Rúdi sakó' sa Legázpi, péro garó habó' siyá.

Máyo' nang ibáng puédeng magíba saímo?

Máyo' na. An mga amígo ko kon da'í nageeskuéla, nagta-trabáho, kayá' máyo' sindáng óras.

Ánong óras ka maháli'?

Mga alas síngko.

Síge. Iibahán taká.

I want Rudi to go with me to Legazpi, but it seems like he doesn't want to.

There's no one else who can go with you?

No one. My friends, if they're not going to school, are working, so they don't have any time.

What time are you leaving?

About five.

OK. I'll go with you.

6. Gústo mong magibá sakó' sa auditórium?

Maáno kitá dumán?

Madangóg ki Kabáyao. Matukdó' siyá nin Philippine Culture.

Habó' ko. Maadál pa akó pára sa exam.

Da'í pa man mata'ó nin exám sa Lúnes.

DIALOGUES FOR LESSON 58

No-arín palán?

Sa Mártes na hápon.

Iyó. Madumán lugód kitá.

Do you want to go with me to the auditorium?

What are we going to do there?

We'll listen to Kabayao. He's going to teach Philippine Culture.

I don't want to. I'm (still) going to study for the exam.

They won't give a test on Monday.

When, then?

Tuesday afternoon.

Really? Let's go then.

7. Masa'ín kamó?

Madumán sa YMCA. Mabasketball. Gústo mong magibá?

Habó' ko. Maádal akó nin ténnis sa Céntral High.

Sí'isay an matukdó' saímo?

Máyo'.

Dumán ka na saná magadál sa YMCA. Tutukdo'án ka dumán kan saróng maéstro.

Iyó? Halatón mo akó. Kuku'ánon ko saná an rácket ko.

Where are you going?

We're going to the YMCA. We'll play basketball.

Do you want to come?

No. I'm going to learn/(study) tennis at Central High.

Who's going to teach you?

No one.

Just study at the YMCA. You'll be taught by one of the teachers there.

Really? Wait for me. I'm just going to get my racket.

8. Madumán ka sa líbrary? Maáno ka dumán?

May susubli'ón akóng libró. Iká?

Háli' akó sa sciéncé room. May piggigíbo akó.

Magdumán ka sa líbrary sa atyán. May itata'ó akó saímo.

Iyó. Madumán akó.

You're going to the library? What are you going to do there?

I have a book to borrow. And you?

I just came from the science room. I'm working on something.

Go to the library later. I have something to give you.

OK. I'll go.

DIALOGUES FOR LESSONS 59-61

1. Tata'ó ka kan ngáran kan maéstrong iyán?

Tá'no? Hapotón mo.

Habó' ko. Pára naghahapót lang. Tata'ó ka?

Iyó. Si Mr. Brillante.

Háli' sa San Francisco, anó?

Iyó. Gústo mong halatón?

Sa atyán na. May gigibóhon pa akó.

Do you know the name of that teacher?

Why? Ask him.

I don't want to. Just for the sake of asking. Do you know?

Yes. Mr. Brillante.

He's from San Francisco, isn't he?

Yes. Do you want to wait for him?

Later. I still have something to do.

2. Kaipóhan mo pa iníng bóte?

Da'í na. Tá'no?

Ibubugták ko an chemical sa la'óg.

Pára sa áno?

Pára sa experiment mi.

Do you still need this bottle?

No. Why?

I'm going to put a chemical inside.

For what?

For our experiment.

3. Tápos na si repórt mo?

Da'í pa.

No-arín mo pa gigibóhon.

Sa Lunes na ága.

Sa'ín ka matrabáho kaiyán.

Ki Mr. Mintz.

Is your report finished?

Not yet.

When will you work on it again?

Monday morning.

Where are you going to work on it?

At Mr. Mintz's.

4. Nagsíne si Estéla?

Nagsíne. Káso-bá'go pa. Tá'no?

Hahapotón ko kon tápos na si libró. Kaipóhan ko ngunyán.

Arín na libró? Itóng Old Man and the Sea?

Iyó.

Tápos na. Ita'ó ko da'á saímo kon magdigdí ka.
Halát mú'na ta kuku'ánon ko.

Did Estela go to the movies?

Yes, she went to the movies. A while ago.

Why?

I was going to ask her if she's finished with the book. I need it now.

Which book? That Old Man and the Sea?

Yes.

She's finished. I was told to give it to you if you came here. Wait a minute and I'll get it.

5. Sa'ín ka háli'?

Sa Bichára. Nagsíne akó.

Áno an pasáli'?

Gone With the Wind. Tápos na kayá'. Húri ka na.

Da'í ko na kaipóhan pang hilingón itó. Áram ko na an istóriang iyán.

BIKOL TEXT

Iyó? Húna' ko, da'í mo pa áram.

Where did you come from?

The Bichara. I went to the movies.

What was the movie?

Gone With the Wind. But it's already over.

You're late.

I don't have to see it. I know the story.

Really? I thought you didn't know it yet.

6. Tata'ó kang magBíkol?

Iyó. Díkít lang. Nagádal akó sa Hawáii.

Sí'isay saímo nagtukdó' dumán?

An mga Bikolánong háli' digdí.

Do you know how to speak Bikol?

Yes. Just a little. I studied in Hawaii.

Who taught you over there?

Bicolanos from here.

7. Tápos na an prográma sa gym?

Da'í pa. Halawígon magtarám si Senadór.

Nagtatarám pa giráray siyá? Pagháli' ko nagtatarám na siyá. Saróng óras na akó nagháli'.

Áram mo na man haráni na an eleksión. Siémpre makampánia na siyá.

Is the program in the gym over yet?

Not yet. The Senator talks for a long, long time.

He's still talking? When I left he was already talking. I've been gone for one hour.

You know that the election is near. It's only natural that he'll start campaigning.

8. Tápos ka nang maglúto'?

Iyó na. (Pigdáli'-dáli' ko lang ta kaipóhan magdumán akó sa eskuelahán.

Maáno ka dumán? Sábado bagá ngunyán.

Mapráktis kamí nin básketball ta sa saróng búlan na an Athlétic Meet. Ngunyán na semana na kamí mapu'ón.

Are you finished cooking?

Yes. I hurried things up because I have to go to school.

What are you going to do there? You know it's Saturday.

We're going to practice basketball because next month is the Athletic Meet. This is the week that we'll begin.

DIALOGUES FOR LESSONS 62-64

1. Célso, magdigdí ka.

Tá'no?

May ihahápot akó saímo.

Áno ngáran?

Áram mo kon áno an sinábi sakó' ni Luísa káso-udmá'?

Da'í. Áno an sinábi niyá?

May gústo da'á siyá saímo.

Nagsusubá lang itó.

Ah, iyó? Húna' ko, da'í siyá nagsusubá.

Celso, come here.

Why?

I have something to ask you.

What?

Do you know what Luis told me yesterday?

No. What did she say?

She said she likes you.

She's only joking.

Oh, really? I thought that she didn't joke around.

2. Áram mo kon tá'no ta da'í nagla'óg si Tóny?

Da'í. Tibá'ad may hílang.

Máyo'. Yá'on pa saná káso-bá'go. May daráng maléta.

Ah, madumán palán itó sa Maníla! Hihilingón kon áno an resúlta kan saíyang physical examination.

Tá'no ta nagku'á siyá nin eksámin?

Mala' óg kayá' siyá sa Foreign Service.

Iyó? Maráy pa si Tóny.

Do you know why Tony didn't come in?

No. Maybe he's sick.

He's not. He was just there a while ago carrying a valise.

Ah, he's going to Manila. He's going to see the result of his physical examination.

Why did he take the exam?

Because he's going into the Foreign Service.

Really? Hurray for Tony.

3. Índay, tata'ó kang maglúto' nin jéllo?

Da'í. Pa'no? Tata'ó ka?

Da'í mo áram. Guráng ka na. Máski dikít, da'í ka tata'ó.

Sinábi ko nang da'í.

Inday, do you know how to cook jello?

No, why? Do you know?

You don't know. And you're old already. Even something small you don't know.

I already said I didn't.

4. Kon maglúto' kan nin jéllo, magku'á kan nin pláto sagkód kutsára. Tápos, maghága ka ki mamá nin dos pésos, sagkód, magbakál ka sa restaurán. Táma?

Salá'. Da'í ka man palán tata'ó. Tutukdo'án mo akó nin salá'.

Tá'no ta áram mong salá' kon da'í ka tata'ó.

Pigsusubahán mo saná man akó.

If you're going to cook jello, get a plate and a spoon. Then ask mother for two pesos, and buy some in the restaurant. Right?

Wrong. You really don't know. You're teaching me wrong.

How do you know it's wrong if you don't know?

You're just kidding around with me.

5. Kon magsíne ka, bayá'an mo na an piggígibo mo.

Madalí' man lang iní.

Tibá'ad da'í mo na abotón an pu'ón.

Sí'isay an magíbo kainí kon bayá'an ko?

Akó na saná. Da'í man akó maháli'.

If you go to the movies, forget about what you're doing.

This will just take a second.

You might miss the beginning.

Who'll do this if I leave it alone?

I will. I'm not going to leave.

6. Áram mo kon áno an baréta' ngunyán?

Iyó. Pigbása ko pa saná an periódiko. Naglánding
na da'á an rócket sa búlan?

Salá' ka man palán. Sa masunód na súmmer pa an
lánding.

Húna' ko, iyó na.

Kon siríng, da'í ka tata'óng magbása.

Do you know the current news?

Yes. I just read the newspaper. They say that a
rocket has landed on the moon.

Boy are you wrong. The landing is next summer.

I thought that it was over already.

If that's the case, you don't know how to read.

7. Áram mo an pléte abót Píli?

Iyó. Diés.

Sa'ín akó malúnad.

Puède kang maglúnad sa mga Alátcong pa
Legazpi o kon da'i, sa mga jeep sa may tulay.

Sa'ín nagpupundó an mga aúto.

An mga Alátco nagpupundó sa sa'ód, péro an mga
jeep, máski sa'ín.

Do you know the fare to Pili?

Yes. Ten centavos.

Where do I catch a ride?

You can ride on the Alatco busses going to
Legazpi or, if not that, on the jeeps near the
bridge.

Where do the busses stop?

The busses stop at the market, but the jeeps stop
anywhere.

8. Igwá ka pang gigibóhon?

Tá'no?

Igwáng magayón na pasáli sa Bichára. Duwáng aldáw
lang da'a iyán. Kon igwá ka pang gigibóhon, sa ága
na lang kitá masíne.

Halát mú'na. Tatapóson ko lang an hómework ko,
tápos, maháli na kitá.

Do you still have something to do?

Why?

DIALOGUES FOR LESSONS 62-64

There's a great movie at the Bichara. They say it'll be there for only two days. If you still have something to do, we can (just) go tomorrow.

Wait a minute. I'll just finish my homework, then we can leave.

9. Korehirán mo akó. Mabása akó nin Bíkol. Sabíhan mo akó kon táma' o salá'.

Táma' na an mga tatarámon péro an túno mo Amerikáno pa. An pagbása mo patí da'í sunód-sunód. Maráy pa kaiyán, magdangóg ka na lang sa rádio.

Correct me. I'm going to read Bikol. Tell me if it's right or wrong.

The words are right, but your accent is still very much American. And besides, your reading isn't smooth. It would be better if you (just) listened to the radio.

DIALOGUES FOR LESSONS 65-68

1. Tá'no ta da'í ka nagdigdí? Sábi mo makáwat kitáng scrábble.
Pighalát mi lugód iká.

Madigdí kutá' akó, péro nagádal pa kayá' akó.

Pírme ka na man lang nagaádal. Da'í ka kutá' nagsábing
madigdí ka.

Sa sunód na lang, talagáng makáwat na kitá.

Why didn't you come here? You said that we're going to
play scrabble. We had to wait for you.

I would have come here, but I still had to study.

You're always studying. You shouldn't have said that you
were coming.

The next time we'll play, really.

2. Pagkatápos kan prográma, nagpulí' túlos si Alíce ta masíne
kutá' siyá. Péro émbes na magsíne, naglakáw-lákaw na lang
siyá, ta makanós da'á si mga pasáli.

Alice went home immediately after the program because
she was supposed to go to the movies. But instead of
going to the movies, she just went for a stroll because
she said that all the movies were lousy.

3. Dáwa' habó' kong magádal, pinipírit ko an sadíri ko ta hababá' an sakóng márka. An mga kaibáhan ko, matibay magBíkol, kayá' dápat akóng magígot.

Even if I don't want to study, I'm forcing myself because my marks are low. My friends are all good in Bikol, therefore I have to work harder.

4. Salámat palán dumán sa regálo mo sakó'.

Tata'wán taká pa kutá' nin pólo, kundí' táma' na itó.

Dáwa' áno an ita'ó mo, úgma na akó.

Thanks for the gift you gave me.

I would have still given you a sport shirt, but I figured that was enough.

Whatever you give me, I'm happy.

5. Apisár na tinukdo'án taká kan ánsver, 74 man giráray an márka mo.

Salá' man si itinukdó' mo, pá'no.

In spite of the fact that I taught you the answer, 74 was your grade again.

What you taught me was wrong, that's why.

6. Mapulí' kutá' akó túlos pagkatápos kan kláse, kundí' nagtábang pa akó ki Téddy.

BIKOL TEXT

Dáwa' nagtábang ka dumán, kon nagpulí' ka túlos
ámay ka kutáng magabót.

I would have gone home immediately after the program,
but I (still) helped Teddy.

Even if you helped there, if you came home imme-
diately you would have arrived early.

DIALOGUES FOR LESSONS 69-80

1. Dáwa' magurán, madumán akó.

Kon mabasá' ka, da'í ka na kutá' magluwás.

Máski na, kaipóhan akó pagkatápos kan prográma.

Even if it rains, I'll go.

If you'll get wet, you shouldn't go outside.

Even though, I'm needed after the program.

2. Kaipóhan akóng magádal ta nalagpák akó sa saróng test.

Pirá an naku'á mo?

65. Grábe kayá' si test. Dipisílon.

Iyó. Da'í ko man ngáni naku'á gabós.

Hambóg. Halangkáwon ngáni si naku'á mo.

I have to study because I failed on one test.

How much did you get?

Sixty five. But the test was horrible. Really hard.

Yes. I also didn't get it all.

Hell you didn't. You probably got a high grade.

3. Burát na da'á si Chító.

Pára saró' pa sanáng lápad an ininóm ta.

Makusóg kayá' siyáng maginóm. Stráight na. Bóttoms up
pa. Kayá', madalí' siyáng maburát.

Atyán, matutúmba iyán.

They say Chito's drunk now.

And just from the one pint of rum that we drank.

He drank a lot, that's why. And he drank it straight.' And
it was bottoms up too. So, he got drunk fast.

Later on, he's going to fall down.

4. Nakakapagál palán an hike mi. Nakakagútom patí. Tulóng
óras kamí bá'go nakaabót dumán. Sagkód ngunyán,
nagkukulóg pa an bitís ko.

Boy, was our hike tiring. And it makes you hungry be-
sides. It took us three hours before we arrived there.
Until now my feet still hurt.

5. Nawará' si libró ko sa Álgebra.

Pighánap mo na?

Iyó na. Da'í ko naku'á.

Da'í ko man nahilíng.

Kon maku'á mo, ita'ó mo saná sakó'.

My algebra book got lost.

DIALOGUES FOR LESSONS 69-80

Did you look for it yet?

Yes. I didn't find it.

I haven't seen it.

If you find it, just give it to me.

6. Nadangóg kong nada'óg da'á si Chító sa sugál?

Iyó. Napiérde da'á siyá nin singkúenta.

Imposíble. Áram kóng da'í siyá nadada'óg sa sugál.

Áram mo dináya' da'á siyá ni Manué!

Kayá' man palán.

Did you hear that Chito lost in gambling?

Yes. They say he lost fifty pesos.

That's impossible. I know that he doesn't lose when it comes to gambling.

Did you know they say that he was cheated by Manuel?

So that's it.

7. Nawará' si pitáka ko sa bus.

Gurá'no an la'óg kaíto.

Pára dos, péro an importánte an mga papéles dumán.

Tá'no. Áno an yá'on dumán.

An dríver's license ko saká ibáng importánting papéles.

I lost my wallet on the bus.

How much was in it?

Just two pesos, but what was important were the papers.

Why? What was there?

My driver's license and other important documents.

8. Nabása mo na si 1984?

Da'í pa. Da'í ko pa nasusublí' sa library ta may
nagsublí' na.

Sáyang. Igwá kutá' akó kaiyán, kundí' nawará'.

Da'í bále. Sa saróng semána ko na lang subli'ón.

Have you read 1984 yet?

Not yet. I haven't been able to borrow it from the
library because someone's got it out.

What a shame. I would have had a copy, but it was lost.

It doesn't matter. I'll just borrow it next week.

9. Puédeng makadangóg sa rádio mo?

Puède kutá', kundí' ra'ót.

Segúro bakó' man ra'ót. Kaipóhan lang segúro nin
bá'gong batería.

Síge. Probarán ta.

May I listen to your radio?

It would be all right with me, but it's broken.

Perhaps it's not broken. Maybe it just needs a new battery.

OK. Let's try.

10. Grábe si urán. Nabasá' akó pagdigdí ko. Garó' may maabót na bagyó.

Máyo' garó. Pírme man aróg kainí kon Húlio.

Péro grábe an dúros.

Máyo' man pigsábi' sa rádio. Máyo' man garó.

The rain is really heavy. I got wet coming here.

It seems like a typhoon is coming.

There's not, probably. It's always like this in July.

But the wind is really strong.

Nothing was said about it on the radio.

There'll probably be none.

11. Darahón mo iníng tray dumán sa ibabá'. May mga bisíta dumán.

Tibá'ad da'í ko madará. Magabáton man.

Maglúway-lúway ka lang ta ngáning da'í mo mapasá'.

Take this tray downstairs. There are visitors there.

I might not be able to take it. It's heavy.

Just take it easy so that you don't break it.

12. Da'í akó nakakaádal. Grábe an namók. Máski sa'ín ako mag-bírik, nakakagát akó.

Kon maádal ka, diyán ka na lang sa kátre.

Maráy pa diyán. May kúbong. Siémpre kon diyán
ka sa lamésa matúkaw, kakagatón ka.

I can't study. The mosquitoes are terrible.

Wherever I turn, I get bitten.

If you're going to study, just study on the bed.

It's better there. There's a mosquito net. Of
course, if you sit at the table you'll get bitten.

13. Nakakagútom an párong kan piglulúto' sa kosína. Anóng
óras daw kitá makakán?

Atyán pa. Alás diés pa lang. Nagpu'ón pa lang si
Mamá na maglúto'. Tá'no? Nagugútom ka na?

Da'í pa man. Naghahapót lang akó.

The smell of what's cooking in the kitchen makes me
hungry. What time are we going to eat?

Later on. It's only ten. Mom just started cooking.
Why? Are you hungry already?

Not really. I was just asking.

14. Nariribong an payó ko. Nakakatungká' an maéstro ta.

DIALOGUES FOR LESSONS 69-80

Iyó, sagkód píreme siyáng da'í preparádo.

Nagiimbénto lang siyáng itutukdó'.

Pá'no kitá niyá matata'wán nin márka? Da'í ngáni niyá áram an ipigtutukdó' niyá.

My head is spinning. Our teacher is boring.

Yes, and he's also never prepared. He just fakes what he's teaching.

How will we be given a grade? He doesn't even know what he's teaching.

15. Tá'no ta nagngingísi ka?

Nakakangísi si Vénus na magtarám nin Bíkol.

Bakó' man bagá'. Da'í ka lang kayá' tu'ód magdangóg saíya. Siémpre, ibá man an pagtarám niyá ta bakó' man siyáng tagá digdí.

Máski na. Nakakangísi man talága.

Why are you smiling?

Venus speaks Bikol funny.

That's not true. You're just not used to listening to her. It's only natural that she speaks differently because she's not from here.

Even though. It's really funny.

16. Luwáy-luwáyon mo an paghiró' mo kan lamésa. Tibá'ad mahúlog an pláto.

BIKOL TEXT

Da'í bále. Da'í man iyan napapasá'. Mélmac
kayá'.

Áram kong da'í iyan napapasá', péro mauúla' an la'óg.

Máyo' man bagáng la'óg.

Be careful when you move the table. A plate might fall.

It doesn't matter. They're unbreakable. It's
Melmac you see.

I know that they're unbreakable, but the contents might
spill.

But there's nothing on it.

DIALOGUES FOR LESSONS

81-86

1. Pá'no ta iní madadará sa Legázpi? Da'í iní makakahustó sa aúto.

Makakahustó iyán. Halí'on mo lang an tukáwan sa likód.

Kon halí'on ta an tukáwan, sa'ín kitá matúkaw?

Makakahustó kitá gabós. Tuló man lang kitá, patí an dríver.

How can we take this to Legazpi? It won't fit into the car.

It'll fit. Just take out the seat in the back.

If we take out the seat, where will we sit?

We'll all fit. We're only three, including the driver.

2. Da'í ko pa ikinakaulí' ki Bóyet an libróng iní ta gagamíton ta pa.

Dápat iulí' ta na ta pighahalát na niyá. Garó may test siyá.

Saká ta may test man bagá kitá. Pá'no kitá makakaádal kon máyo' kitáng libró.

Libró bagá niyá iyán.

I haven't been able to return this book to Boyet yet because we're still using it.

We have to return it because he's waiting for it now. I guess he has a test.

But you know we also have a test. How will we be able to study if we don't have a book?

But that's his book.

3. Da'í ko ikabugták an pábo sa la'óg kan refrigerátor ta panó'-páno'.

Halí'on mo lang an serbésa, tápos ila'óg mo na.
Kon da'í pa giráray makakala'óg, halí'on mo
na lang an tráy.

I won't be able to put the turkey in the refrigerator because it's packed.

Take out the beer, then put it in. If it still won't go in, just remove the tray.

4. Sa likód na lang kitá maági. Madalí pa diyán.

Da'í kitá puédeng magági diyán ta malalabóyan
kitá.

Da'í man. Si húri kong pagági diyán, bakó' man malabóy.

Siémpre, bakó', ta da'í man kaidtó naguuran.
Saká ta naguuran pa lang káso-bá'go.

Let's walk in back. It's faster that way.

We can't walk there because we'll get muddy.

No, we won't. The last time I went that way it wasn't muddy.

Of course it wasn't, because it wasn't raining then. And furthermore, it just rained a short while ago.

5. Naintindihán mo si pigsábi ni Célso?

Iyó man. Anás-ánas ko naintindihán, péro masákit siyáng simbagon.

Maráy ngáni ta kaskason si pagtarám niyá.

Did you understand what Celso said?

Yes. I understood almost all, but it's difficult to answer him.

At least it's good you understood, because he speaks very fast.

6. Sí'isay an masabát sakó' sa estasion pagháli' ko sa Maníla?

Indá saímo? Puéde man kamí gabós kon máyo' kamíng gigibóhon.

Kon mayóng magsabát sakó', ánonng gigibóhon ko?

Tu'ód ka na man digdí. Maglúnad ka lang sa kalésa, tápos sabíhan mo an kotséro na darahón ka sa haróng. Áram iyán kaiyán.

Who'll meet me at the station when I arrive from Manila?

Does it matter to you? It could be all of us if we have nothing to do.

If no one meets me, what will I do?

BIKOL TEXT

You're used to being here. Just take the kalesa,
then tell the driver to bring you to my house.
He knows it.

7. Madalí' kang makakanu'ód nin Bíkol.

Da'í segúro. Dipísil iyán sa mga bakóng tagá
digdí.

Bakó' kon áram mo na an gramátika.

Kon áram mo an gramátika, péro da'í ko pa iyán
naaaráman.

Básta adálan mo, makakanu'ód ka.

You'll learn Bikol very fast.

I don't think so. It's hard for foreigners.

Not if you know the grammar.

If you know the grammar, but I don't know it yet.

As long as you study, you'll learn.

8. Tá'no ta nagstrike si mga maéstra dumán sa Maníla'?

Da'í pa da'á sindá nasusueldohán.

Péro da'í sindá dápat magstrike ta hírak man kan mga
áki'.

Péro halóy na sindáng da'í nababayádan. Kon da'í
sindá magstrike, da'í sindá masusueldohán.

Why did the teachers strike in Manila?

DIALOGUES FOR LESSONS 81-86

They say they haven't been paid yet.

But they shouldn't strike because it will be hard on the children.

But it's been a long time since they were paid.
If they don't strike, they won't receive their salary.

9. Saindó. Puédeng maghapót?

Puède. Áno?

Yá'on sa'ín an haróng ni Bénji?

Ay, nalampasán mo na lang. Yá'on dumán sa pir-
mérong kályeng inagíhan mo.

Dumán sa may simbáhan?

Iyó. Mahihilíng mo pagabót mo sa káto.

Hello. May I ask a question?

Of course. What?

Where is Benji's house?

Oh, you just missed it. It's over on the first street
that you passed.

Over by the church?

Yes. You'll see it when you reach the corner.

DIALOGUES FOR LESSONS 87-90

1. Nakaabót ka na sa Iríga?

Da'í pa. Iká, nakaabót ka na dumán?

Iyó na, kan piésta. Maugmáhon dumán.

Have you gone to Iriga yet?

Not yet. [And] you, have you gone there already?

Yes, during the fiesta. It was pleasant there.

2. Da'í na akó nakakapulí'.

Tá'no?

Nawará' si kuárta ko. Da'í man akó nakakasublí' nin pa-masáhe.

Gurá'no an kaipóhan mo?

Péso.

Magdumán ka ki Daísy. Makakaku'á ka dumán.

Now I can't go home.

Why?

My money got lost. I can't borrow the fare.

How much do you need?

A peso.

Go to Daisy. You can get it from her/(there)

3. Nakabakál ka na kan libró?

Da'í pa. Kúlang an kuárta ko.

Sa'ín ka naghapót?

Sa bookstore ni Alice.

Dumán sa sa'ód makakaku'á ka nin baráto.

Did you buy the book yet?

Not yet. I'm short of money.

Where did you ask?

At Alice's bookstore.

Over in the market you can get it cheaply.

4. Nagsúrat na saimo si Rónald?

Da'í pa. Pu'ón kan pagdumán niyá sa Peace Corps
da'í pa akó nakakabaréta' saíya.

No-arín da'á siyá mapulí'?

Sa Márso.

Halóy pa. Kon da'í siyá makakapulí' túlos, tá'no ta da'í
lámang siyá nagsúrat.

Índa saíya.

Did Ronald write to you already?

Not yet. Starting from when he went into the Peace Corps, I haven't heard any news from him.

When do they say he's coming home?

In March.

It's still a long time. If he's not coming home immediately, why doesn't he write?

I don't know what's wrong with him.

5. Puéde tábing makahapót?

Iyó, tá'no?

Pasa'ín digdí an pa-munisípio?

Diretsohón mo an tinampóng iyán. Pagabót mo sa may putíng haróng sa inótan, magsíko' ka sa walá. Mahihilíng mo na an munisípio.

Mabalós po'. Da'í pa kayá' akó nakadumán.

May I ask a question?

Yes. Why?

Where do I go to go toward the town hall?

Follow that road. When you come near the white house just a little ways off, turn left.

Then you'll be able to see the town hall.

Thank you. I haven't gone there yet.

6. Puédeng makasublí' nin libró sa líbrary?

Iyó, péro da'í puédeng darahón sa haróng.

Pá'no ka kaiyán makakatápos nin istória?

Diyán ka saná magbása. Pu'ón kan nawará' an
dakúlang diksionário, da'í na nakakasublí'
diyán nin libróng madadará sa haróng.

May I borrow a book from the library?

Yes, but you can't take it home.

How then will you be able to finish a story?

You'll just have to read it there. Ever since the
large dictionary got lost, people can't borrow
books from there that can be taken home.

7. Maínit man. Da'í ka na magdumán sa eskuelahán. Bakó' man
importánte an meéting ngunyán.

Ánong bakó'? Pá'no akó makakadumán sa athletic
meet kon da'í akó magdumán ngunyán.

It's hot. Don't go to school. The current meeting isn't im-
portant.

What do you mean, isn't? How will I be able to go
to the athletic meet if I don't go now?

DIALOGUES FOR LESSONS

91-92

1. Há'in na si mga pósters digdí?

Nakadukót na bagá sa may simbáhan.

Si mga stickers nakadukót na man?

Iyó na.

An da'í na saná nakabugták, si mga streámers?

Da'í pa tápos. Nakagíbo pa saná akó nin saró'.

Where are the posters that were here?

They're up around the church.

And the stickers, are they up too?

Yes.

The only things not up are the streamers?

They're not finished yet. I'm still making one.

2. Nakasalák na si anóm na súpok digdí sa harína?

Iyó na. Báking pówder na saná an da'í nakaáyon
diyán.

May nakaibá bagáng papél sa harína.

Halí'on mo. Tibá'ad makasalák iyán sa paglúto'.

DIALOGUES FOR LESSONS 91-92

Are the six eggs already mixed with the flour?

Yes. Just the baking powder has not yet been added.

There's a piece of paper in with the flour.

Take it out. It might get mixed in in the cooking.

3. Há'in si libró kong may nakabugták na sóbre?

Yá'on sa ibábaw kan lamésa.

Tibá'ad maati'án itó. Ku'ánon mo.

May piggigíbo akó. Iká na saná.

Where is my book with the envelope placed in it?

There on top of the table.

It might get dirty. Get it.

I'm doing something. You do it.

4. Sí'isay an pigngisíhan dumán sa Hawaiian lúau?

Itóng nakashórts na babáyi.

Tá'no?

Iyó na saná an may hali'pót na bádo'. Si ibá,
nakamúumúu gabós.

Who was everyone laughing at at the Hawaiian luau?

That girl in shorts.

Why?

She was the only one with short clothes.

The rest were all in muumuus.

5. Sí'isay an napíling hádi' sagkód réyna?

Si Ariél sagkód si Téssie.

Arín iyán?

Itóng nakatúkaw na itó sa stáge, sagkód itóng nakashórts na laláki.

Arín? Iyán nakatindóg sa katá'id kan réyna?

Iyó.

Who was chosen king and queen?

Ariel and Tessie.

Which were they?

The one sitting on the stage and that boy in shorts.

Which? The one standing next to the queen?

Yes.

6. Tá'no ta pírmeng nakangúrot si Chító?

Nada'óg kayá' si team niyá káso-udmá'.

Pára kaiyán.

DIALOGUES FOR LESSONS 91-92

Bakó' man saná káso-udmá' nada'óg. Kan saróng
semána sagkód kan duwáng semánang
nakaági, nada'óg man.

Sí'isay iyan na pigsasábi mong nakada'óg saindá?

Itóng teám na tagá Legázpi.

Why is Chito always frowning?

His team lost yesterday.

Just for that.

It wasn't only yesterday that they lost, last week
and the week before they also lost.

Who was the one you said defeated them?

That team from Legazpi.

7. Tá'no ta nakaitóm si Verónica?

Nagadán da'á an amá' niyá kan saróng semána.

Saká ta nahilíng ko bagá siyáng nakapulá káso-udmá'.

Tibá'ad bakó' man siyá. Nagpulí' bagá siyá káso-
udmá'.

Tibá'ad.

Why is Veronica in black?

Someone said her father died last week.

But I saw her wearing red yesterday.

Perhaps it wasn't her. She went home yesterday.

Perhaps.

DIALOGUES FOR LESSONS 93-105

1. Áno an ipinahilíng saímo sa laboratóry?

Retrato kan ibá-ibáng fúngi.

Tá'no ta ipinahilíng saímo?

Ipinapaku'á sakó' ni Prof. Monte an túnay na
spécimen sa banwá'an mi.

Tá'no? Igwá dumán?

Dakól.

What was shown to you in the laboratory?

The picture of different fungi.

Why was it shown to you?

I'm being asked to get true specimens from my
town by Prof. Monte.

Why? Are there any there?

Many.

2. Ipaháli' mo an pósters na nakadukót sa tuláy.

Tá'no?

Da'í dápat padukotán nin pósters dumán.

Sa'ín ko na ipapala'ág.

Dumán sa may cantéen.

Remove the posters that are up on the bridge.

Why?

You can't have posters put up there.

Where should I put them?

Near the canteen.

3. Áno man ipinaparebiyú ni Mr. Nóko sa hístory?

Gabós na chapter na pinapaadálan satúya'.

Máyo' lámang nin da'í ipinaparebiyú?

Igwá. Chapter 27.

Abót pa saná man bagá kitá sa Chapter 16.

What is Mr. Noko asking to have reviewed for history?

All the chapters that we were asked to read.

Are there none that we weren't asked to review?

There is. Chapter 27.

But we're just up to Chapter 16.

4. Áno an ipinakánta saímo?

Saróng Banggí.

Nagkantá ka man?

Iyó.

What were you asked to sing?

Sarong Banggi.

Did you sing?

Yes.

5. Áno an ipinapabása satúya' ni Mr. Pólo?

Si istória ni O. Hénry.

Tá'no ta itó an ipinapabása satúya'?

Ta gústo niyáng magbása da'á kitá nin istóriang
may unexpected ending.

What is Mr. Polo asking us to read?

The story by O. Henry.

Why is it that one that he's asking us to read?

Because he says he would like us to read a story
with an unexpected ending.

6. Sí'isay an papabasáhon sa kláse?

Si Ernésto.

Tá'no ta si Ernésto an papabasáhon? Malúya bagá siyáng
magbása.

Gústo da'áng papraktisón ni mum.

Who's going to be asked to read in class?

Ernesto.

Why is it Ernesto who'll be asked to read? He's poor in reading.

Mum wants to have him practice.

7. Nagaáno ka diyán?

Pigpapahalát akó kan resúta kan kóntest.

Tá'no?

Susuráton ko pára sa news letter sa ága.

What are you doing there?

I'm being asked to wait for the result of the contest.

Why?

I'll write about it for tomorrow's newsletter.

8. Pagirumdumón mo akóng magdará kan tíket paglúnad ko sa trén.

No-arín ka maháli'?

Sa ága. Péro dakól akóng gigibóhon. Tibá'ad mawalát ko.

Remind me to take my ticket when I ride on the train.

When are you leaving?

Tomorrow. But I still have a lot to do. I might leave it behind.

9. Pinapaatendér ko an mga eskuéla ko kan lécture sa Philippine Culture. Péro garó habó' sindá. Nadangóg na da'á nindá iyán. Nakakatungká' da'á.

I'm asking my students to attend a lecture in Philippine Culture. But it seems that they don't want to. They said they already heard it. They say it puts you to sleep.

10. Sa'ín ka nagpapalabá?

Ki Tsáng Túyang dumán sa may estación.

Akó. Akó an naglalabá kan mga bádo' ko. Puéde daw magpalabá saíya?

Da'í segúro. Harayó'on an pigiistarán mo. Segúro da'í siyá makakadumán.

Where do you have your clothes washed?

At Tsang Tuyang's over at the station.

Me. I wash my own clothes. Is it possible for me to have them washed by her?

Probably not. You live very far away. She might not be able to go.

11. Máyong libró si Ernésto pára sa test. Igwá ka?

Iyó. Tápos na akóng magádal.

Puédeng pasubli'ón mo siyá?

BIKOL TEXT

Puéde. Pigsublí' ni Jun káso-udmá'. Sa ága na lang ta kuku'ánon ko pa saíya.

Ernest has no books for the test. Do you have any?

Yes. I finished studying.

Can you lend some to him?

Of course. Jun borrowed them yesterday.

Wait until tomorrow because I'll still have to get them from him.

12. Sa'ín ka nagkuku'á kan kuárta mo?

Sa Manila'.

Pá'no? Pinapadaráhan ka nin tséke?

Iyó. Kon mínsan, kon máyo' na akóng kuárta sinusurátan ko sindá, tápos, ipinapadará nindá an tséke.

Where do you get your money from?

Manila.

How? Are you sent a check?

Yes. Sometimes, if I don't have any more money, I write to them, then they send a check.

13. Sa'ín igwáng nagpapabákal nin place mats?

Dumán sa Legázpi. Baráto an pagpapabákal nindá sa pábrika.

Kon sa Maníla', anó?

Ay, mahálon dumán.

Where do they sell place mats?

In Legazpi. They sell it cheap in the factory.

If in Manila, how is it?

God, it's very expensive there.

14. Puédeng makahapót?

Puède. Anó?

Sa'ín akó puédeng makalúnad padumán sa haróng ni Peáchy.

Tá'no ta naglúsad ka digdí? Yá'on sa sunód na bário nagiistár si Peáchy.

Salá' si direksión ko. Pinalúsad akó digdí kan kakláse ko.

May I ask a question?

Yes. What is it?

Where do I get on to go to Peachy's house?

Why did you get off here? Peachy lives over in the next Barrio.

My directions were wrong. I was told to get off here by my classmate.

15. Pinakakán mo na si áyam?

BIKOL TEXT

Da'í pa. Máyo' nang ipapakakán. Inúbos na nindó.

Ta'wán mo na lang siyá nin malúto', tápos, bugtakán mo
nin sársa.

Have you fed the dog yet?

Not yet. There's nothing left to give him.

You finished it all.

Just give him rice, then put sauce on it.

16. Sa'ín ka nagpapabulóg.

Dumán sa Exécutive. Maráy dumán magbulóg si
Róque.

No-arín ka mapabulóg ulí'?

Sa saróng semána. Tá'no? Maibá ka?

Iyó.

Where do you get your hair cut?

At the Executive. Roque is good there in cutting
hair.

When are you getting your hair cut again?

Next week. Why? Are you going to come along?

Yes.

17. Hoy. Ipapabistó ko saímo si Peáchy.

Da'í na. Bistó ko na siyá. Ipinabistó siyá sakó' sa
párty kan saróng semána.

Maráy man. Húna' ko kayá', da'í mo pa siyá nabistó.

Hey, let me introduce Peachy to you.

You don't have to. I already know her. She was introduced to me at a party last week.

That's good. I thought that you didn't know her yet.

18. No-arín ka. mapaManíla'?

Aró-atyán. Nagpapahingálo' pa akó. Háli' pa lang akó sa Legázpi.

Komustá si biáhe?

Maráy man. Péro maantálon.

When are you going to Manila?

A little later. I'm just resting. I just came from Legazpi.

How was the trip?

It was OK. But bumpy.

DIALOGUES FOR LESSONS

106-110

1. Tibá'ad mahurí akóng magkakán.

Tá'no?

Igwá na namán prográma sa eskuelahán. Pírmeng huríng nagpupu'ón, tápos banggíhon nang matápos. Pírme lugód akóng huríng magkakán.

Máski na. Pagabót mo, iinitón mi na lang an kakanón mo.

I might be late eating.

Why?

There's another program at school. It always starts late, and then it's late at night before it ends. It turns out that I'm always late eating.

Even though. When you come we'll just warm up your food.

2. Da'í ka maghalóy dumán sa tindáhan ta aangotán ka ni Rudi.

Tá'no? May dudumánan pa kamí?

Iyó. Madumán pa kamó sa eskuelahán.

Ah, iyó. Nalingawán ko na. Igwá pa palán kamíng saróng lecture.

Don't be long at the store because Rudi will get angry at you.

Why? Do we still have someplace to go?

Yes. You're still going to school.

Oh, that's right. I forgot (already). We still have one lecture.

3. Nagigirumdumán mo si apelyído ni Ted?

Iyó. Pero dipísil sayódon. An mga apó'on niyá, mga tagá Swéden.

Isúrat mo na lang. Uní an papél.

Síge.

Do you remember Ted's last name now?

Yes. But it's hard to pronounce. His ancestors are from Sweden.

Just write it. Here's a piece of paper.

OK.

4. Komustá an pageeskuéla mo?

Maráy. Da'í lang akó nadidipisílan.

Máski sa Máth?

Dipisíl man péro pasár pa akó.

Maráy ka pa. Akó garó mababagsák.

How's school/(How's your schooling)?

Great. I'm not finding it hard.

Even Math?

It's hard, but I'm passing.

That's great for you. I guess I'm going to fail.

5. Napangísi akó káso-bá'go kan nahilíng ko si Amerikánong nakabermúdas.

Tá'no ta napangísi ka?

Bihíra kayá' an nakabermúdas digdí, Tápos, napasólo siyá.

Iyó da'á iyán an úso sa Státes.

I was forced to smile a little while ago when I saw an American wearing bermudas.

Why were you forced to smile?

People wearing bermudas are rare here. And even more, he was alone.

They say that that's the style in the States.

6. Magayón si Beth, anó?

Bakó'. Da'í akó nagagayonán. Pírme siyáng namu-mundó', saká pírmeng nakangúnót?

Pero an háwak niyá?

Maráy man. Péro da'í kong gáyo sunó'.

Beth is beautiful isn't she?

No. I don't find her pretty. She's always sad, and always frowning.

But her body?

It's OK. But I don't like it so much.

7. Maglúway-lúway ka. Tibá'ad mapahalnás ka.

Áno man an makakapahalnás sakó? Halóy nang da'í nagurán sagkód bakó' man malabóy.

Bakó' man an labóy an pigsasábi ko. An mga gapó' an gústo kong sabíhon.

Take it easy. You might slip.

What will make me slip? It's been a long time since it's rained, and it's not muddy.

It's not the mud that I'm talking about. It's the rocks that I mean to say.

8. Napasalá' si pagintindí niyá. Húna' niyá, maéstro akó. Pighapót akó niyá kon dágos si test nindá. Péro da'í ko áram kon áno si pigsasábi niyá.

She understood it wrong. She thought I was a teacher. She asked me if the test would be given on schedule. But I didn't know what she was talking about.

DIALOGUES FOR LESSON 111

1. Nagsara'ín kamó?

Nagdurumán kami sa Píli.

Nagaráno kamó dumán?

Nagpiríknik kami káso-bá'gong ága.

Tá'no ta da'í nindó kami inirimbitarán?

Kadákol na kami.

Where did you go?

We went to Pili.

What did you do there?

We picnicked earlier this morning.

Why didn't you invite us?

We were already a lot.

2. Pigtara'ó mo si mga bóla ka José?

Da'í. Pigkuru'á nindá.

Tá'no ta pigkura'á nindá itó?

Piggarámit nindá káso-bá'go.

Ipigurulí' na nindá?

Da'í pa.

Did you give the balls to Jose's group?

No, they took them.

Why did they take them?

They used them a while ago.

Did they return them yet?

Not yet.

3. Áno an pigiirísip na José?

Pigiirísip nindá kon tá'no ta da'í pa nagsímbag si Chító.

Piráng súrat na an giniríbo nindá?

Sampúlo' na da'á.

Káso-arín pa nagabót an súrat ni Chító?

Kan saróng búlan pa.

Nagpurundó na sindá pagsurúrat?

Da'í pa. Nagsusurúrat pa sindá.

What are those [people] with Jose thinking about?

They're thinking about why Chito hasn't answered yet.

How many letters did they write?

They said ten.

When did Chito's letter arrive?

A month ago.

They've stopped writing now?

Not yet. They're still writing.

4. Magiribá kamó ki Chító sa ospítal ta bibirisitáhon nindó sa José. Harapotón mo na lang kon may kairipóhan sindá ta dadararahón ko.

Go with Chito to the hospital because you're going to visit Jose and his crowd. Just ask if they need something because I'll bring it.

5. Sinarabíhan na kamó kan baréta'.

Da'í. Nagharáli' kamí káso-bá'go. Ánong baréta'?

Binarakál na da'á na Ernésto an haróng na iní, kayá', maharáli' na kitá digdí. Paratosón ta na an mga garamítan, ta madurumán na kitá sa saróng haróng.

Have you been told the news yet?

No. We left a while ago. What news?

Ernesto's boys bought this house, therefore we have to leave here. Let's pack our stuff because we're going to go to a new house.

6. Nagdirigdí sa Chító káso-bá'gong ága?

Da'í ta pigsarabíhan ko sindá na nagháli' ka na.

Da'í sindá nagbaralík digdí?

Índa. Nagháli' man akó.

Did Chito's group come here earlier this morning?

No, because I told them that you had left.

They didn't come back here?

I don't know. I also left.

7. Irala'óg ta an mga sílya.

Tá'no?

Sinabíhan bagá akó ni Mr. Lorénzo na haralí'on ta an mga iní digdí. Maurán na da'á.

Sa'ín ta iní ibuburugták?

Sa komedór.

Let's bring in the chairs.

Why?

I was told by Mr. Lorenzo that we should remove these from here. He says it's going to rain.

Where are we going to put these?

In the dining room.

8. Ánong óras kamó madurumán sa Legázpi?

Ngunyán na kamí maharáli'.

Sa'ín kamó maharalát nin bus?

Dumán lang sa kánto ta haraní.

Dakól an mga dadarahón mo?

Iyó, kadákol. Puédeng iharátod mo kamí sa kánto?

Iyó. Puéde.

What time are you going to Legazpi?

We're going to leave now.

Where are you going to wait for the bus?

Over there at the corner because it's near.

Are you going to bring a lot of stuff?

Yes, loads. Can you go with us to the corner?

Yes, of course.

9. Nagsara'ín sa Wíli.

Índa. Nagharáli' bagá káso-bá'go. Da'í ko áram kon nagsara'ín.

Hirilingón mo daw sa líbrary.

Hinirilíng ko na. Maráyo' dumán.

Haranápon ta.

Sa'ín ta man sindá haharanápon. Maráyo' man sindá sa eskuelahán.

Where did Wili's group go?

I don't know. They left a little while ago.

I don't know where to.

DIALOGUES FOR LESSON 111

Look in the library.

I already looked. They're not there.

Let's look [for them].

Where will we look for them. They're not in school.

DIALOGUES FOR LESSONS 112-113

1. Tá'no ta nagiríwal kamó?

Kinu'á kayá' ni Rúdi si bóla ko.

Pára kaiyán. Síge na. Magkaráwat na kamó.

Habó' man akóng pasubli'ón kan bóla.

Papasubli'ón ka kaiyán. Síge na.

Why did you two argue?

Because Rudi took my ball.

Just for that. Come on. Play together.

He doesn't want to lend his ball to me.

He'll lend it to you (You'll be lent it). Go on.

2. Áno namán an pinagtitsirismísan nindá?

Si Célso.

Máyo' nang ibáng piguuruláyan an mga iyán kundí' si Célso?

Arám mo na an mga tsismósa. Máyo' man nin ibáng naaráman.

What in the world are they gossiping about?

Celso.

Those people have nothing else to talk about besides Celso?

You know gossips. They don't know anything else.

3. No-arín kitá maurúlay manúnungod sa Junior and Senior prom?

Sa ága. Mahirilingán kitá digdí.

Áno pa an paguuruláyan ta?

Iyán lang.

When are we going to talk about the Junior and Senior prom?

Tomorrow. We'll see each other here.

What else do we have to talk about?

Just that.

Dialogues 4 and 5 contain the forms magka- and magka- + -an which have not been presented in the lessons, but may be found in the grammar.

4. Nagkabistóhan na kamí káso-udmá'.

Iyó?

Iyó. Nagkaúlay na ngáni kamí. Nagistoriahán kamí kan samóng búhay-búhay.

We met each other yesterday.

Really?

Really. We already talked with one another. We talked about our personal experiences.

5. Nagkabarangá' na da'á an club ni Dánny?

Iyó. Nagkairíwal da'á si mga opisiál.

Paghúna' ko da'í na sindá magkakaaurúyon giráray.

Iyó pa. Magkaaramígo sindáng maráy. Saró pa. Nagtatabáng an Presidénte nindá ta ngáning magkaurúyon sindá. Magkakaaramigóhan man giráray sindá.

Has Danny's club split up now?

Yes. The officials got into an argument.

It looks like they won't come to an agreement again.

They will. They'll become friends again. And another thing. Their president is helping so that they'll reach an agreement. They'll become friends again.

DIALOGUES FOR LESSON 114

1. Nakaúlay mo na si directór?

Iyó na. Nakasabáy ko siyá káso-bá'go pagluwás ko.

Áno an sábi niyá?

Puède na da'á akóng makatábang sa opisína.

Kinaúlay na da'á niyá an Personnel Manager.

Have you already spoken to the director?

Yes. I was with him when I went out a while ago.

What did he say?

He said that it's alright now for me to help in the office. He said he spoke to the Personnel Manager.

2. Tá'no ta nasuspénder si Wilfrédo?

Kinalában niyá da'á an maéstro niyá.

Kinaíwal palán an maéstro. Talagáng dipísil tukdo'án an matagás an payó.

Why was Wilfredo suspended?

They said he had a fight with his teacher.

Imagine arguing with a teacher. It's really hard to teach someone who's stubborn.

3. Sí'isay an nakatábang mo paggíbo nin scrípt?

Si Antónia. Nakasabáy ko siyá káso-udmá'.

Kinaúlay niyá akó na tabángan siyá.

Who did you help to do the script?

Antonia. I was with her yesterday. She asked me to help her.

4. Sí'isay itóng nakabáyle mo káso-bá'go?

Si Délia. Máyo kayá' siyáng kaibáhan, kayá' kin-
aulay ko.

Há'in na da'á si kaibáhan niyá?

Nagpulí' na da'á.

Who was that you danced with a while ago?

Delia. She had no one with her, so I asked her.

Where did she say her partner was?

She said he went home.

5. Nakasabát mo si Tony?

Iyó.

Pasa'ín na siyá.

Pasakát sa líbrary. Tá'no?

DIALOGUES FOR LESSON 114

Gústo kóng makaúlay. Nakakatábang ko palán siyá sa paggíbo nin project.

Did you meet Tony?

Yes.

Where was he headed?

For the library. Why?

I want to speak to him. I'll be helping him do his project.

DIALOGUES FOR LESSONS 115A-115B

1. Harayó' an pigkampíngan nindó?

Haraní lang. Sa Paniquásan.

Maráy man si dálan na pigagíhan nindó?

Indáta'. Magapó'.

Arín na haróng an tinurógan nindó'?

Si Girl Scout building.

Is the place where you camped far?

Very near. In Paniquasan.

Was the path that you walked on good?

It was lousy. Stony.

Which house did you sleep in?

The Girl Scout building.

2. Komustá an lugár na pigtukdo'án nindó?

Malúya. Máyo' nin eskuelahán na adálan.

Máyo' nin libró. Malúya pa an eskuéla.

Sa'ín kamó nagdágos.

Máyo' ngáni kamíng nadagósan. Karéhan pa an
pigkakanán mi.

How's the place where you taught?

Bad. There was no school to study in. There were no books. And furthermore, the students were poor.

Where did you stay?

We had no place to stay. And furthermore we had to eat in a restaurant.

3. Há'in si pólo kong putí'?

Yá'on diyán sa sabláyan.

Máyo' bagá digdí.

Tibá'ad piglabahán ni Tsang Upíng.

Bakó' man itóng labahán.

Hanápon mo sa pigbugtakán mo.

Where's my white sport shirt?

Over on the clothes line.

But it's not here.

Maybe it was washed by Tsang Uping.

But it's not washable.

Look for it where you put it.

4. Masa'ín kamó?

BIKOL TEXT

Madumán kamí sa Iríga. Imbitádo an samúyang softball team.

Áno an lulunádan nindó?

Trén.

May dadagósan kamó dumán?

Igwá, ka konsehál.

Paghúna' ko, máyo' kamóng dadagósan, ta dumán sa haróng mi puéde kutá'.

Where are you going?

We're going to Iriga. Our softball team is invited.

What are you riding on?

The train.

Do you have a place to stay there?

We have. At the Councilor's.

I thought you had no place to stay, because over at our place would have been alright.

5. Máyo' akóng malulutó'an kan manók.

Magsubli' ka nin dakúlang kaldéro.

Máyo' ngáni akóng masusubli'án.

Halát mú'na. Igwá akóng masusubli'án kaiyán.

I have nothing to cook the chicken in.

Borrow a big pot.

DIALOGUES FOR LESSONS 115A-115B

But I have no place to borrow it from.

Wait a minute. I have a place to borrow it from.

DIALOGUES FOR LESSON 116

1. Magkakán ka nin súgok sagkód maginóm ka nin gátas ta matabá ka. Magi'án an pagmáti' mo? Matagás pa an músclcs mo?

Ta iyó ngáni. Nagpaparasádit na an háwak ko.

Sábi kan doctór, malungsí' pa da'á akó.

Básta isípon mong máyo' kang hílang, makusóg ka.

Eat eggs and drink milk because you'll get healthy.

Do you feel light-headed? Are your muscles stiff?

That's right. And my body's growing smaller.

The doctor said that I was pale.

As long as you think you're not sick, you'll get strong.

2. Da'í na malangkáw iyán si Daísy.

Tá'no ta da'í? Madakúla' pa iyán. Hóben pa siyá.

Da'í. Maguráng iyán aróg na kaiyán.

Hilingón mo daw si Tién. 5'6" na bagá.

Bakóng 4'9" lang siyá kaitó?

Sa bagáy.

Daisy's not going to get any taller.

Why not? She'll get bigger. She's still young.

No. She'll grow old just like that.

DIALOGUES FOR LESSON 116

But look at Tien. She's 5'6" now. Wasn't she 4'9" before?

Maybe so.

3. Da'í na mayáman si Chító.

Iyó pa. Makusóg pa an negósio niyá.

Malúya na. Bánkrup na bagá an grócery nindá.

Iyó péro makusóg pa an ibá niyáng negósio.

Tata'ó kaya' siyáng magpalakáw.

Chito's not going to get rich.

There's still a chance. His business sense is good

It's bad now. Don't you know that his grocery is bankrupt?

Yes, but his other businesses are still strong. He really knows how to run a business.

4. Namundó' na maráy si José ta nagadán si túgang niyá.

Iyó. Napu'ngáw siyáng maráy. Maníwang siyá kaiyán. Da'í pa nagkakakán. Pírme da'áng matamláy.

Jose is really depressed because his brother died.

Yes. He's really lonely. He'll get thin because of it. He's not eating yet. They say he's always weak.

DIALOGUES FOR LESSON 117

1. Mapulí' ka na?

Iyó. Mapulí' mú'na akó ta da'í pa akó nakakán.

Da'í ka mú'na magpulí'. Halatón ta na si José.

Are you going home now?

Yes. I'll go home first because I haven't eaten yet.

Don't go home for a while. Let's wait for Jose.

2. Yá'on na si Daísy?

Da'í pa bagá napulí'. Tibá'ad yá'on ka Mariánne.
Káso-bá'go pa.

Hahalatón ko na lang. Maabót na segúro itó.

Maabót na itó ta da'í pa siyá nakakán.

Is Daisy there now?

She hasn't come home yet. She might be over at
Marianne's. It's been a while.

I'll just wait. She's probably about to arrive.

She'll come because she hasn't eaten yet.

3. Da'í pa nasímbag si Chító?

Da'í pa. Saróng semána na.

Tibá'ad ipinadará niyá an súrat. Da'í pa lang itó naabót.

Chito hasn't answered yet?

Not yet. And it's been a week.

Maybe he sent a letter. It just hasn't arrived yet.

4. Da'í pa naluwás an bisíta ni Mr. Réyes?

Da'í pa. Halóy pa iyán diyán. Da'í pa natatápos an piguuláyan kan duwá.

Da'í pa akó nakakán. Mabalík na saná akó.

Mr. Reyes' visitor hasn't left yet?

Not yet. He's been there a long time.

What the two are talking about isn't over yet.

I haven't eaten yet. I'll just come back.

5. Sí'isay an da'í pa nata'ó nin contribution?

Si Chító sagkód si Manuél. Da'í pa nabakál nin serbésa si José ta kúlang an kuárta.

Sabíhan mo sindáng magta'ó bá'go magabót si diréctor ta, ta ngáning máyong ribók.

Who hasn't given a contribution yet?

Chito and Manuel. Jose hasn't bought beer yet because he's short of money.

BIKOL TEXT

Tell them to give before the director arrives so that
there'll be no trouble.

DIALOGUES FOR LESSONS

118-119

1. Da'í mo siyá pagpiríton na magsakát sa entabládo ta tibá'ad nerbiosón siyá. Mapapasúpog an kláse.

Máyo' na kitáng ibáng makuku'á. Dáwa' ga'notón
siyá nin malípot, siyá man giráray an con-
téstant ta.

Mála saindó.

Don't force him to go up on the stage because he might
get nervous. The class will be embarrassed.

We have no one else to get. Even if he gets cold
feet, he'll end up being our contestant.

It's up to you.

2. Hinuhugakán na akóng magtraíning.

Tá'no?

Da'í na. akó ginaganáhan. Máying óras na mag-
pahingálo'. Ginaga'nót lámang akó kan trabáho.

Halatón mo na lang ta matatápos na.

I'm getting lazy about training.

Why?

I don't feel like it anymore. There's no time to rest. I just
get sweated up from the work.

Just wait because it's almost over.

3. Magjacket ka kon maluwás ka ta tibá'ad si'ponón ka.

Bakó' man bagáng malípot.

Ánong bakó'? Kinalámbre ngáni akó káso-bá'go.

Wear a jacket if you're going out because you might catch a cold.

But it's not cold.

What do you mean, no? I had a muscle cramp just a while ago.

4. Ginagatólan akóng maráy.

Tá'no man?

Nagdumán kami sa madú'ot káso-bá'gong paghíke mi.

Magkarígos ka ta tibá'ad maháli' an gatól.

I'm real itchy.

Why is that?

We went into the grassy area a while ago when we were hiking.

Take a bath so the itch might go away.

5. Guápo si Bóyet, anó?

Bakóng gáyo.

DIALOGUES FOR LESSONS 118-119

Anóng bakó'? Mas guápo siyá ki Tony.

Táma'. Péro si Cárlos an pinakaguápo sa gabós.
Sexy pa.

Sa bágay.

Boyet's handsome, isn't he?

Not so much.

What do you mean no? He is more handsome than Tony.

Right. But Carlos is the handsomest of all. And
sexy too.

Perhaps.

DIALOGUES FOR LESSON 120

1. Sabíha giráray daw si pigsábi mo.

Tá'no? Kaskasón si pagtarám ko?

Bakóng gáyo. Péro kon haláwig an pigtatarám, da'í kong gáyo naintindihán.

Please repeat what you said.

Why? Is my speech very fast?

Not very. But if what is said is long, I don't understand all of it.

2. Namíti iníng mángga. Mahamíson.

Da'í na. Nagkarakán pa lang kami sa haróng.

Basóg pa akó.

Síge na. Sáyang kon da'í mo iní manamítan.

Síge. Bangá' kitá.

Taste this mango.

Not now. I just ate in the house. I'm still full.

Go on. It'll go to waste if you don't eat it.

OK. Let's split it.

3. Abotán man tábi an túbig.

DIALOGUES FOR LESSON 120

Yá'on bagá sa katá'id mo an túbig.

Ay, iyó palán. Da'í ko nahilíng.

Please pass the water.

But the water's over near you.

Oh, so it is. I didn't see it.

4. Kapotí man mú'na an mga libró ko. Itata'ó ko lang saíya an address ko.

Digdihán na.

Hold my books for a while. I'm going to give her my address.

Bring them here.

5. Tabángi si Chíto na maggíbo kan assignment niyá. Nadidipisílan siyá sa Énglish.

Nagprobár na siyáng maggíbo kan assignment?

Da'í pa.

Sabíhi mú'na siyáng maggíbo kaiyán. Tápos, kon da'í niyá maku'á, tatabáangan ko na siyá.

Help Chito do his assignment. He's having trouble with English.

Has he tried to do the assignment yet?

Not yet.

BIKOL TEXT

First tell him to do it. Then, if he doesn't get it, I'll help him.

6. Limpiahí man an kuárto ko pagkatápos mo diyán sa kuárto mo.

Habó' ko. Kadákol akóng gigibóhon. Iká an maglímpia kan sadíri mong kuárto.

Grábe ka man. Pára an kuárto ko sadíton habó' ka lang.

Clean my room after you finish with your room.

I don't want to. I have a lot to do. You clean your own room.

You're too much. Even though my room is small you don't want to.

DIALOGUES FOR LESSON 121

1. Pagpaparaapódon ka kan iná' mo kon da'í ka masimbág.

Pírme man akóng nagsisímbag kon nadadangóg
ko an pigsasábi niyá. Péro kon béses, sadíton
an bóses niyá.

Nagaapód na bagá siyá. Maaangót siyá kon da'í ka
masimbág túlos.

Your mother will keep calling you if you won't answer.

I always answer if I hear what she says. But some-
times, her voice is low.

But she's calling now. She'll get angry if you don't
answer immediately.

2. Maibá ka sakó' ka Éddie?

Habó' ko. Pigpaparapírit mo akóng magdumán,
tápos, pagabót ta dumán, máyo' man akóng
kaúlay.

Síge na. May mga amígo ka man garó dumán. Siémpre
may makuku'á ka man kaiyán na kaúlay.

Are you going with me to Eddie's?

I don't want to. You keep forcing me to go, then
when we get there I have no one to talk to.

Oh, come on. You'll probably also have friends there. It's
only natural that you'll find someone to talk to from
among them.

3. Grábe si Luís dumán sa pánel discússion. Máski áhong ihapót saíya salá' si ppparasímbag niyá. Da'og siyá kan kairibáhan niya. Pagbalík niyá sa eskuelahán segurádo masusúpog siyá.

Luis was lousy in the panel discussion. No matter what he was asked, what he answered was always wrong. He was defeated by the other members. When he comes back to school he's sure to be embarrassed.

4. Maibá ka ki Daísy sa party?

Da'í.

Tá'no? Da'í ka pigimbítarán?

Iyó'. Ipigpaparahápot ngáni niyá sakó' kon maibá akó ta kon da'í da'á akó magibá, da'í man da'á siyá madumán.

Are you going with Daisy to the party?

No.

Why? Weren't you invited?

Yes. She keeps asking me if I'll go because she says that if I don't go, she won't go either.

5. Pigpaparaadálan niyá an Bíkol, péro da'í pa siyá nakakatarám.

Tá'no? Malúya siyáng makanu'ód nin linguáhe?

Bakó' man. Garó salá' an ipigtutukdó' saíya. Dá'an na an método.

DIALOGUES FOR LESSON 121

He keeps studying Bikol, but he can't speak it yet.

Why? Is he poor in learning languages?

Not really. But it seems that what is being taught to him is wrong. The method is old.

6. Piggaparaimbitarán ko siyáng magibá sató' péro pírne siyang nagsasayúma.

Tá'no? Pírme siyáng sibót?

Iyó. Kadákol siyáng piggigíbo sa eskuelahán.

I keep asking her to go with us, but she keeps refusing.

Why? Is she always busy?

Yes. She's doing a lot of things in school.

7. Nagpaparadigdí siyá kon hápon?

Da'í lang. Kadákol siyáng mabibisíta kon hápon.
Bihíra siyáng magdigdí.

Does he keep coming here in the afternoons?

Not really. He has a lot of people to visit in the afternoon. He rarely comes here.

8. Komustá an márka ni Dánny?

Ay, malúya. Pírme siyáng nagpaparasíne. Garó máyo' siyáng óras na magádal.

BIKOL TEXT

How was Danny's grade?

It was bad. He's always going to the movies, It
seems like he doesn't have any time to study.

The following dialogues contain forms which have not been introduced in the lessons. They, however, may be found in the grammar.

DIALOGUES FOR THE MANG-FORMS

1. Áno an nagyári saímo ta maugmáhon ka káso-udmá'?

Nanggána akó sa sweepstakes.

Hambóg.

Iyó. Namakál na ngáni akó nin mga gámit ko.

Gurá'no an ginána mo?

Siénto otsénta.

What happened to you that you were so happy yesterday?

I won the sweepstakes.

Liar.

Really. I already went shopping for all my things.

How much did you win?

One hundred and eighty.

2. Namakál ka na kan dadarahón ta sa atyán?

Iyó na. Káso-bá'go pa.

Mamanggí ka na ta maháli' na kitá.

Namanggí na akó sa séntro. Mos.

Did you go shopping for what we're going to take later on?

Yes. A while ago.

Eat dinner now because we're about to leave.

I already ate dinner downtown. Let's go.

3. Namakál akó nin modérnong gámit sa umá.

Tá'no? Áno an nangyári sa umá mo?

Kúlang nin túbig, kayá' binakál ko an bómba. Nangan-
gaípo kitá nin patúbig aróg ngunyán na maínit.

Iyó. Ta ngáning mamungá nin dakól an pároy ta.

I went shopping for modern equipment for the farm.

Why? What happened to your farm?

It's short of water, so I bought a pump. We need irri-
gation if it's as hot as this.

That's true. So that our rice will produce a lot.

4. Namáhaw ka na?

Da'í pa. Áno an pamaháwan ta?

Sinanglág sagkód súgok. May kápe pa.

DIALOGUES FOR THE MANG- FORMS

Kon árog kainíng malípot, kinkaipóhan tsokoláte
an inumón.

Sa'ín ka mangungu'á nin tsokoláte?

Magbakál.

Have you eaten breakfast yet?

Not yet. What's for our breakfast?

Fried rice and eggs. And there's also coffee.

If it's as cold as this we need chocolate to drink.

Where can you get chocolate?

Buy it.

5. Nagsa'ín si Dán?

Nagháli'. Mamasiár itó ka Náty.

Kayá' palán. Nanublí' nin bá'gong sapátos.

Pára mamamasiár nagsu'lót pa nin bá'gong
sapátos? Garó bagá mamimiésta.

Where did Dan go?

He left. He's going over to Naty's.

So that's it. He borrowed new shoes.

Just for going to visit a girl he borrowed new
shoes? It's like [he's] going to a fiesta.

DIALOGUES FOR THE MAKI- FORMS

1. Pakiuláyan mo si José na pasubli'ón kitá nin kótse.

Habó' ngáni. Nakiúlay na akó saíya káso-udmá.

Sinabíhan mong duwáng óras saná gagamítan?

Iyó. Talagáng da'í tata'óng pakiuláyan an táwong
iyán.

Please ask Jose to lend us the car.

I really don't want to. I asked him yesterday.

Tell him we'll only use it for two hours.

OK. But that fellow doesn't know how to receive a
request.

2. Sa'ín-ka madumán?

Sa opisína. Tá'no?

Ipakita'ó mo man iní ki Mr. Réyes.

Áno iyán?

Súrat. Ipigpakiúlay kon dagdagán an súbjecks ko. Ipak-
isábi mo man na mahapit akó dumán sa atyán.

Where are you going?

To the office. Why?

DIALOGUES FOR THE MAKI- FORMS

Please show this to Mr. Reyes.

What's that?

A letter. I asked if I could add to my subjects. Please tell him too that I'll drop by later on.

3. Pá'no ka nakaabót digdí túlos?

Nakilúnad akó ki Father Miliár.

Pinalúnad ka?

Siémpre. Gústo niyá bayáng makiamígo sakó'.

How did you get here so fast?

I got a lift with Father Miliar.

You were given a ride?

Of course. He wants to become friends with me.

4. Sí'isay itóng kaibánan nindó káso-udmá'?

Si Délia. Nakisabáy samó' ta gústo da'áng mak-
ibistó. Gústong makiamígo samó'

Nakisabáy lang saindó?

Nakiúlay man kon puéde da'á.

Pinakiamigóhan man nindó?

Iyó.

Who was that gal who was with you yesterday?

BIKOL TEXT

Delia. She asked to come with us because she wanted to introduce herself. She wants to become friends with us.

She just went with you?

She also asked if it was all right.

Did you make friends with her?

Yes.

DIALOGUES FOR THE BENEFACTIVE FORMS

1. Inapód mo daw akó nin taxi.

Pasa'ín kamó mum?

Pa-Daragá.

Da'í naglala'óg digdí an pasíring sa Daragá.
Dumán ko kamó ihahánap sa kánto.

Call me a taxi.

Where are you going, mum?

To Daraga.

Those that go to Daraga don't come in here.
I'll look for one for you at the corner.

2. Idakóp mo akó nin alibángbáng.

Aanóhon mo?

Ilala'óg ko sa collection box. Ihánap mo akó nin putí'
sagkód asúl.

Iyó. Péro igíbo mo mú'na akó nin net.

Catch a dragonfly for me.

What will you do with it?

I'll put it in the collection box. Look for a white one and a blue one for me.

OK. But first make me a net.

3. Ihílig mo da'á akó kan sílyang yá'on sa itá'as.

Ihinílig ko na. Káso-bá'go pa.

Isinírong mo na si mga sílyang nababalád.

Iyó.

Ihandá' mo na si pínta ta mapínta na kitá.

They told you to bring those chairs upstairs, down for me.

I already brought them down. A while ago.

Did you put the chairs that were out in the sun under the house?

Yes.

Prepare the paint, then, because we're going to paint.

4. Mágno, masíne kitá.

Habó' akó. Máyo' akóng kuárta.

Ibabáyad taká. Ibabakál taká nin kakánon. Básta ibahán mo lang akó.

Síge.

Magno, let's go to the movies.

DIALOGUES FOR THE BENEFACTIVE FORMS

I don't want to. I don't have any money.

I'll pay for you. I'll buy you food. Anything as long as you come with me.

OK.

Appendix: SONGS

Ano Daw Idtong sa Gogon

Ano daw idtong sa gogon

Bulawan bagang paghilngon

Kaso sakuyang dulokon

Lulay burak palan nin balagon

Kaso sakuyang kinu'a

Sarong boses nagsayuma

Hari man ngaya pagku'a

Lulay ta sadiri ni Maria

Si Maria garo bulan

Si Kristo garo bulawan

Isamno ko pa sa altar

Lulay bitu'on sa kalangitan.

Salampati

Salampating guminaro'

Guminaro huli' sako'

Ano daw an kinamundo'

Luminayog nin harayo'

Luminayog paibaba'

Appendix: SONGS

Tuminuro' sakong luha'
Nagin salog, nagin sapa'
Nagin danaw na dakula'.

Hala ka salampati
Madadakop ka nin iba.
Ilala'og ka sa haula
Sa haulang may seradura.
Da'i taka pinakakan
Sa platitong basang-basa'.
An tubig na ininoman
Sa puso' guminikan.

Sarong Banggi

Sarong banggi
Sa higda'an
Nakadangog ako
Hinuni nin sarong gamgam
Sa luba' ko katurogan
Bako' kundi' simong boses
Iyo palan

Dagos ako bangon

Appendix: SONGS

Si sakong mata ibinuklat
Kaidtong kadikloman
Ako an nangangalag-kalag
Si sakong paghiling pasiring
Sa ita'as
Simong lawog
Nahiling ko maliwanag.

Balik ako
Sa higda'an
Kaidtong bangging da'i
Nanggad ako malilingaw
Natatala' ko sa daghan
Ano man gibohon
Sa'in man pagduman

Kaidtong kadikloman
Kan mahiling taka
Mamundo' kong puso'
Tulos na nagugma
Minsan di na haloy
Idtong napagmasdan

Appendix: SONGS

Sagkod no-arin pa man

Da'i ko malilingawan.

Si Nanay Si Tatay

Si nanay si tatay di ko babaya'an

Balakid na bu'ot kan sakuyang utang

Si pagdara sako' nin siyam na bulan

Gatas na dinulok di ko mabayadan.

Ay nanay ay tatay kon ako humali'

Hihidawon mo man sa gabos mong aki'

Makaku'a ka man nin makakasangli'

Da'i makaarog kan sakuyang ugali'.

Ay nanay ay tatay ko ako mara'ot

Pugotan nin payo ibuntog sa lawod

Kon mahiling nindo na naganod-anod

Ay nanay ay tatay sapoda man tulos.

Nagdudusa

Nagdudusa an puso' ko

Lilingya man nin hirak mo

Da'i ako nagpepensar

Na ako mo pabaya'an

Sa kina'ban, ay ...

Pobreng buhay, pobreng buhay.

Ha' in ka na baya'

Na sakong kadamay-damay.

Da'ing iba ika sana

An maranga sa puso'

Kong nagdudusa

Punay

Kaso saro' nganing aldaw

May ataman akong

Kayumanging punay

Nadakop ko nagtutugdon

Sa sanga nin baleteng halangkawon

Guminaro' sa sakuya'

Nin anom na pulong aldaw

Luminayog da'i ko naaraman

Kon sa'in na lugar siya napaduman.

Halat ta kang punay ko

Na madadakop ka nin iba

Sasabihon ko na sana

Appendix: SONGS

Na gakdan ka nin kadena

Ta nganing da'i ka na

Nanggad makabuelta

Duman sa balete na igwa

Nin bantay na sawa

An Pagkamu'ot Ko

Sa buhay kong ini mayong iba

Sakong namumu'tan kundi' ika sana

Sarong beses lamang na di' ka makita ay

Garong mapapatdan nin ginhawa.

Ta ngani mo maaraman an sakong namamati'an

Madya ka na Neneng kahiraki

Bukasi an sakong daghan ta ngani mong maaraman

Ika nanggad da'ing iba Neneng.

Marasa Pabaya'

Marasa pabaya' namumu'tan

Na ako mo pabaya'an

O Dios sakong ama'

Lilingya ining buhay

Ta kon da'i

Para'a na sa kina'ban

Pagkada'ing-palad
Buhay kong iniyo
Mabuyong mamu'ot
Pinapabaya'an.

O Dios, sakong ama'
Lilingya ining buhay
Ta kon da'i
Para'a na sa kina'ban

Mirasol

Igwang mirasol na urog kaugma
Sa daghan masetas nin sarong daraga.
Kon iyan kudalon na aatamanon pa,
Pirit na maligtas sa kaiwal niya.

Ani'ong mirasol na sakong sinabi
Halimbawa' lamang sa sarong babayi
Kon an dangog niya na da'i mapierde
Da'og man an mutya', lupig an brilyante.

Gumamela

Gumamela ka Neneng ko
Ya'on sa hardin kan puso' ko

Appendix: SONGS

Tinanom digdi kan Dios ama'

Neneng ko, sakong padaba'

Burak mong pula Neneng ko

Sa satong ina' itata'o.

Bilang girumdum ni Maria

Buhay ta pirmeng maugma.

GLOSSARY

